

# ***Anti-Bullying Policy***



***Armagh Road,  
Crumlin,  
Dublin 12***

## **ANTI-BULLYING POLICY**

### **Introduction**

### **Mission Statement**

Scoil Úna Naofa seeks to provide a happy Christian environment in which children grow in respect and care for themselves and others. Our school is a place where children are helped to develop their potential. We value and promote active co-operation between pupils, parents, staff, management and local community. We remain open to new ideas for the development of the school.

### **1. Full Compliance**

In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the Child & Family Agency, the Board of Management of Scoil Úna Naofa 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. 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 as outlined in Appendix 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;
  - promotes respectful relationships across the school community;
- Effective leadership;
- A school-wide approach;
- A shared understanding of what bullying is and its impact;
- Implementation of education and prevention strategies (including awareness raising measures) that:
  - build empathy, respect and resilience in pupils; and
- Address the issues of cyber bullying and identity-based bullying.
- Effective supervision and monitoring of pupils;
- Supports for staff;
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies)
- On-going evaluation of the effectiveness of the anti-bullying policy.

### **3. The Definition 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, extortion, isolation and/or persistent name calling,
- 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 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 our school's code of behaviour.

This policy applies to activities and events that take place:

- During school time (including break times)
- School tours/trips
- Extra-curricular activities

#### 4. Responsibilities

The relevant staff for investigating and dealing with bullying is (are) as follows

- Principal
- Deputy Principal
- All class teachers
- SNA's
- Relevant Teacher is the teacher that witnesses bullying or to whom bullying is reported. The teacher on yard is the relevant teacher.
- **Any teacher may act as a relevant teacher if circumstances warrant it.**

#### 5. Education and prevention strategies

The education and prevention strategies that will be used by the school are as follows (see Section 6.5 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

- 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.
- **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.
- 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 (every year). The code of behaviour and anti-bullying policies are also available on our website [www.scoilunanaofa.com](http://www.scoilunanaofa.com)
- The implementation of regular **whole school awareness measures** e.g. the promotion of friendship, and bullying prevention initiatives; and regular school assessments.
- **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.
- **Involvement of the student council** 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.
- Pupils are encouraged to report incidents of bullying with particular emphasis on the importance of bystanders.

Ensuring that pupils know **who to tell and how** to tell, eg.,

- Direct approach to teacher at an appropriate time, for example after class.
  - Hand note up with homework.
  - Feelings or 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.
- **Clear guidelines** to encourage parent(s)/guardian(s) to approach the school if they suspect that their child is being bullied.
- Implementation of the school's **Acceptable Use Policy** in the school to include the necessary steps to ensure that the access to technology within the school is strictly monitored and the pupils' use of mobile phones is strictly prohibited.
- The **listing of supports** currently being used in the school and the identification of other supports available to the school e.g. cyberbullying presentations, Personal safety and Cyberbullying by community Garda, presentation for parents, anti-bullying programmes.
- Regular awareness raising exercises per school year for each class group (e.g. awareness raising strand of the anti-bullying campaign, proactively explaining the nature and variety, causes, consequences and unacceptability of bullying).

#### **Implementation of curriculum**

- Implementation of the **SPHE** curriculum and the **RSE** and **Stay Safe & Walk Tall** Programmes.
- **Continuous Professional Development** for staff in delivering these programmes.
- Lessons on **Cyber Bullying** and **Mind Me mind you program** at the appropriate class levels.
- 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.

### **Activities to promote anti-bullying:**

- Modelling of desired behaviour – respect is key.
- SCP – targeted groups & individuals for social skills, self-esteem etc.
- HSCL – parent courses, communication lines open
- Extra-curricular activities; hurling, football, cross country etc. after school clubs, music project.
- Links with the community – GAA / football clubs.
- Curricular – each child is given the opportunity to succeed; differentiation, playing to strengths and interests.
- Assemblies – celebrate achievements, showcase talents, celebrate milestones, praise friendly behaviour, manners and respectful behaviour. Focus on positive, catch them being good.
- Website – showcase our successes, keeping parents informed, highlighting achievements; individuals, groups and whole school, Parent updates.
- Awareness amongst staff; each September staff meeting (and regularly throughout the year) behaviour is discussed and it is ensured that all are aware of procedures.
- All school staff are asked to monitor children and report any concerns to the relevant teacher.
- Staff initiatives e.g. Amber Flag, Roof Garden, Green Schools, Active Flag, Social and Wellness initiatives.
- Staff relations – social committee organise events.
- Internet Safety – presentation on internet safety, Cyber safety webinars for children.
- Supervision – Staff supervision at all times – yard, corridors and classrooms.
- Class buddie, Peer buddy system, paired reading
- Whole school awareness measures:
  - Friendship week
  - Intercultural day – Children of all cultures and backgrounds welcomed into school to showcase their traditions, food, dress etc. on rotation
  - Garden Project
  - Amber flag
  - Active school flag
  - Assembly awards
  - Anti-bullying parent's session
  - Random Acts of Kindness Week
  - SPHE Curriculum – Walk Tall, Stay Safe & RSE
- Pupils and parents are always encouraged to communicate issues to teachers. Our strong communication links with parents is very helpful.
- Staff meet and greet in the morning.
- Anti-bullying policy – clear and structured guidelines for teachers, parents and pupils – expectations are clear.
- Buddy Bench
- Annual Wellness week

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

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:

**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(s)/guardian(s) may report a bullying incident to any member of staff.
- All reports will be investigated and dealt with by the relevant teacher.
- Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs), caretakers, cleaners and SCP must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher.

### **Investigating, recording & follow up of bullying behaviour:**

- **Aladdin** will be used as the recording tool.
- The Relevant Teacher investigates the allegation of bullying behaviour with a view to establishing the facts and bringing any such behaviour to an end. In investigating and dealing with allegations of 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.
- Where possible incidents should be investigated outside the classroom situation to ensure the privacy of all involved.
- When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why?
- 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).
- 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.
- In the event that they have been involved in bullying behaviour they are asked to promise that they will treat all pupils fairly, equally and respectfully including the targeted pupil(s).
- When an investigation is completed and/or a bullying situation is resolved the 'Relevant Teacher' will complete a report on Aladdin using Appendix 2, and will inform the principal of this.

- If the bullying is serious or continual, parents will be informed and a meeting with the principal will be arranged. All documentation regarding bullying incidents and their resolution is retained securely by the relevant teacher during investigation and is stored on Aladdin.

Where a pupil has been found to have engaged in Bullying behaviour, sanctions should be imposed in line with the Code of Behaviour.

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

- To foster greater empathy towards and support for bullied pupils.
- Helping bullied pupils raise self-esteem.
- Staff member & SCP service will play a support role using programmes such as friendship groups, friends for life, Drawing & Talking, Well-being activities, Restorative practice and Circle time.
- Nurture Room team play a mentoring & supporting role for pupils.
- If pupils require counselling or further supports the school will endeavour to liaise with the appropriate agencies to organise same, i.e. NEPS, School Completion Programme, HSE, Family Counselling Services.



## 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 17th November 2022.

11. This policy has been made available to school personnel, published on the school website [www.scoilunanaofa.ie](http://www.scoilunanaofa.ie) (or where none exists, is otherwise 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.

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 (or where none exists, be otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). 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)



(Principal)

**Date:** November 2022

**Date of next review:** November 2023

## Appendix 1

### Examples of bullying behaviours:

<b>General behaviours which apply to all types of bullying</b>	<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</li><li>• The “look”</li><li>• Invasion of personal space</li><li>• A combination of any of the types listed.</li></ul>
<b>Cyber</b>	<ul style="list-style-type: none"><li>• <b>Denigration:</b> Spreading rumors, 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</li><li>• Silent telephone/mobile phone call</li><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/Ask.fm/Twitter/You Tube or on games consoles</li><li>• Abusive website comments/Blogs/Pictures</li><li>• Abusive posts on any form of communication technology</li></ul>

<b>Identity Based Behaviours</b> <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).	
<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 of 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>

## Appendix 2 Template for recording bullying behaviour

Name of pupil being bullied and class group

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

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

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Names of person(s) who reported the bullying concern:

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Source of bullying concern / report (tick relevant boxes(es)):

Pupil concerned ☐

Other pupil ☐

Parent ☐

Teacher ☐

Other ☐

Location of incidents (tick relevant boxes(es)):

Playground ☐

Classroom ☐

Corridor ☐

Toilets ☐

Other ☐

Type of Bullying behaviour (tick relevant boxes(es)):

Physical Aggression ☐

Isolation / Exclusion ☐

Cyber-bullying ☐

Name Calling ☐

Damage to property ☐

malicious gossip ☐

Intimidation ☐

Other (specify) ☐

Where behaviour is regarded as identity-based indicate relevant category

Homophobic ☐ Disability/SEN ☐ Racist ☐

**Brief description of bullying behaviour and its impact:**

**Details of actions taken:**

**Signed:** \_\_\_\_\_

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

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

**Note:** The categories listed in the tables are suggested and schools may add to or amend these to suit their own circumstances.