



## Darrara NS Anti-Bullying Policy

1. In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB, the Board of Management of Darrara 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.
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 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;
  - 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
    - explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic 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); and

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 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.

This definition includes a wide range of behaviour, whether verbal or written, whether physical or social, whether targeting person or property, whether carried out directly or indirectly or through any electronic or other medium, which could harm a pupil or undermine her/his self-esteem or self-confidence.

Appendix 1 gives a list of specific examples of bullying behaviour. This list is not exhaustive.

Appendix 2 has advice for parents and for pupils.

4. The relevant teacher for investigating and dealing with bullying is the class teacher.
5. The education and prevention strategies (including strategies specifically aimed at cyber- bullying and identity-based bullying) 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*): The Stay Safe Programme, The SPHE curriculum, the fostering of an attitude of respect within the school community, Use of Art, Drama, Religion and other curricular areas. Other strategies may be included as they arise – one off anti bullying awareness days etc. Suggestions are welcomed from Staff, Parents/Guardians and Pupils. This area can be added to on an ongoing basis.
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:
  - Children are reminded that the school is a 'telling school'. Talking to adults about incidents of bullying are helpful to both the bully and the bullied. Children are encouraged to speak to their parents at home about **everything** that happens in school.
  - The 'Relevant Teacher' (normally the class teacher) investigates all instances of reported or suspected bullying behaviour, whether these take place within

the school or outside it, with a view to establishing the facts and bringing any such behaviour to an end.

- The School, through the 'Relevant Teacher' reserves the right to ask any pupil to write an account of what happened, as part of an investigation. This will be a standard procedure and does not necessarily imply that a pupil is guilty of misbehaviour.
- Pupils who are alleged to have been involved in bullying behaviour are interviewed by the 'Relevant Teacher' to establish the nature and extent of the behaviour and any reasons for it. In the event that they have been involved in bullying behaviour they are asked to sign a binding promise that they will treat all pupils fairly, equally and respectfully including the targeted pupil(s).
- The 'Relevant Teacher' does not apportion blame but rather treats bullying behaviour as a 'mistake' that can and must be remedied. S/he emphasises that the intention is not to punish perpetrators but to talk to them, to explain how harmful and hurtful bullying is and to seek a promise that it will stop. If that promise is forthcoming and is honoured there will be no penalty and that will be the end of the matter. Pupils who report bullying therefore are not getting others 'in trouble' so much as enabling them to get out of trouble into which they may ultimately get if the bullying continued.
- When an investigation is completed and/or a bullying situation is resolved the 'Relevant Teacher' will complete a report, to include the findings of the investigation, the strategy adopted and the outcome of the intervention, as well as any other relevant information.
- If a pupil has signed such a promise but then chooses to break that promise and continue the bullying behaviour, this can then no longer be considered a 'mistake.' In this event parent(s)/guardian(s) will be informed and requested to countersign their daughter/son's promise. Breach of this additional promise by further bullying behaviour is regarded as a very grave matter and a serious sanction may be imposed by the school authorities (See sanctions below).
- The parents of the bullied child will also be informed. A meeting will be arranged for the relevant teacher and principal to speak to the parents of the bullied child and the school's programme for supporting pupils who have been bullied discussed. A plan of action will be decided.
- All documentation regarding bullying incidents and their resolution is retained securely in the school until the children involved reach 21 years of age (nine years after the pupil leaves 6th class).
- Sanctions:

Where a pupil has been found to be engaged in bullying behaviour, has formally promised to stop and has broken that promise, any of the following sanctions may be imposed:

- S/he may be required to sign another promise, this time countersigned by a parent/guardian;
- Parent(s)/guardian(s) may be contacted by the 'Relevant Teacher' and informed of the nature and extent of the bullying behaviour with a view to agreeing a strategy whereby a promise to end the bullying behaviour would be honoured;

- Parent(s)/guardian(s) may be invited to a meeting with the 'Relevant Teacher' and the Principal and the pupil may be suspended from school.
- The case may be referred to the Board of Management and the pupil may be expelled from the school.

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

- Bullied pupils
  - Ending the bullying behaviour,
  - Ensuring the school culture fosters respect for bullied pupils and all pupils,
  - Ensuring the school culture fosters empathy towards and support for bullied pupils,
  - Indicating clearly that the bullying is not the fault of the targeted pupil through the awareness-raising programme,
  - Indicating clearly that the bullying is not the fault of the targeted pupil through the speedy identification of those responsible and speedy resolution of bullying situations,
  - Making adequate counselling facilities within the school available to pupils who need it in a timely manner and/or arrange a referral to an appropriate external agency.
  - Helping bullied pupils raise their self-esteem by encouraging them to become involved in activities that help develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school).

**Bullying pupils:**

- Making it clear that bullying pupils who reform are not blamed or punished and get a 'clean sheet,'
- Making it clear that bullying pupils who reform are doing the right and honorable thing and giving them praise for this,
- Making adequate counselling facilities available to help those who need it learn other ways of meeting their needs besides violating the rights of others,
- Helping those who need to raise their self-esteem by encouraging them to become involved in activities that develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school),

- Using learning strategies throughout the school and the curriculum to help enhance pupils' feelings of self-worth,
- In dealing with negative behaviour in general, encouraging teachers and parents to focus on, challenge and correct the behaviour while supporting the child,
- In dealing with bullying behaviour seeking resolution and offering a fresh start with a 'clean sheet' and no blame in return for keeping a promise to reform.

**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.** The Board of Management confirms that the school will, in accordance with its obligations under equality legislation, take all such steps as are reasonably practicable to prevent the harassment of pupils or staff on any of the nine grounds specified i.e. gender, 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 \_\_\_\_/\_\_\_\_/\_\_\_\_ [date].

**11.** This policy has been made available to school personnel, published on the school website and provided to the Parents' Association. A copy of this policy will be made available to the Department of Education and Skills and to the patron if requested. All parents/guardians of children being inducted into the school are made aware of the anti-bullying policy. Parents are asked to sign that they are aware of all school policies and support the staff in their efforts to provide a positive learning experience for the children in the school.

**12.** This policy and its implementation will be reviewed by the Board of Management where necessary. Written notification that the review has been completed will be made available to school personnel, published on the school website and provided to the Parents' Association. Parents/guardians will also receive an SMS or written notification of changes to the anti-bullying policy. A record of the review and its outcome will be made available to the Department of Education and Skills and to the patron if requested. This policy was ratified by the Board of Management on 16-12-2020.

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

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

(Chairperson )

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

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

(Principal)

## **Appendix 1.**

*Bullying can take a number of forms. These may include any of the following (this list is not exhaustive):*

### **Repeated aggressive behaviour/attitude/body language, for example:**

Shouting and uncontrolled anger

Personal insults

Verbal abuse

Offensive language directed at an individual,

Continually shouting or dismissing others

Public verbal attacks/criticism

Domineering behaviour

Open aggression

Offensive gestures and unwanted physical contact

### **Intimidation, either physical, psychological or emotional, for example:**

Treating in a dictatorial manner

Ridicule

Persistent slagging

Deliberate staring with the intent to discomfort

Persistent rudeness in behaviour and attitude toward a particular individual

Asking inappropriate questions/making inappropriate comments re. personal life/family

Asking inappropriate questions/making inappropriate comments re. social life or schoolwork

### **Interference with property, for example:**

Stealing/damaging books or equipment

Stealing/damaging clothing or other property

Demanding money with menaces

Persistently moving, hiding or interfering with property

Marking/defacing property

**Undermining/Public or Private Humiliation, for example:**

Condescending tone

Deliberately withholding significant information and resources

Writing of anonymous notes

Malicious, disparaging or demeaning comments

Malicious tricks/derogatory joke,

Knowingly spreading rumours

Belittling others' efforts, their enthusiasm or their new idea,

Derogatory or offensive nicknames (name-calling)

Using electronic or other media for any of the above (cyber bullying,

Disrespectfully mimicking a particular individual in his/her absence

Deliberately refusing to address issues focusing instead on the person

**Ostracising or isolating, for example:**

Deliberately marginalising an individual

Deliberately preventing a person from joining a group

Deliberately preventing from joining in an activity, schoolwork-related or recreational

Blaming a pupil for things s/he did not do

## **Appendix 2**

### **Combating Bullying and the Action towards Prevention:**

#### **Role of staff**

- The principal and staff exercise constant vigilance in the matter of misbehaviour. Our aim is to prevent misbehaviour rather than control. Positive behaviour is always recognised, affirmed and sought.
- Any complaints of bullying are dealt with quickly, firmly and fairly following the procedures in the Anti-Bullying Policy
- Awareness of bullying as a form of unacceptable behaviour is addressed in the classroom, at school assemblies, through the school policy on pastoral care and other informal occasions when the opportunity arises.
- Pupils are taught skills and encouraged to report any incident of bullying.

#### **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.

The teachers will take you seriously and will deal with bullies in a way which will end the bullying and will not make things worse for you.

#### **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.