

# Barnaderg National School

## Anti-Bullying Policy

### School Position on Bullying

The Barnaderg National School community believes that each pupil has a right to an education free from fear and intimidation.

The school regards bullying as a serious infringement of individual rights and a serious threat to the self-esteem and self-confidence of targeted pupil(s). Therefore it does not tolerate bullying of any kind.

Every report of bullying is treated seriously and dealt with, having due regard for the wellbeing of the targeted pupil(s) and the perpetrator(s).

An 'Anti-Bullying Team,' made up of staff members, exists to cultivate an environment free from bullying.

The children are taught that society is made up of a variety of different people, all of whom deserve our respect, all of whom have the right to be treated equally and to have the fundamental right to be allowed to exist in society and be content in their lives. No bullying can therefore be tolerated and no discrimination based on the nine stated grounds included in equality legislation, i.e. gender (including transgender), civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller Community, can be allowed.

The immediate priority, should a bullying incident occur, is ending the bullying, (*thereby protecting the person(s) being targeted*) and resolving the issues and restoring the relationships involved insofar as is practicable using a "Reform, not Blame" approach.

All pupils are expected to contribute to the creation and maintenance of a safe environment in the school. On becoming aware of any bullying situation, in or outside the school, involving members of the school community they should notify a trusted responsible adult. Bullying behaviour is too serious not to report.

Pupils' participation in school life in general is encouraged through existing school structures. Awareness of bullying, and willingness to take action to prevent or stop it, is part of this participation.

# 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 Barnaderg 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 recognizes 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 –
    - acknowledges the right of each member of the school community to enjoy school in a secure environment;
    - acknowledges the uniqueness of each individual and his/her worth as a human being;
    - models and promotes respectful relationships across the school community at all times;
    - is welcoming of difference and diversity and is based on inclusivity;
    - displays key respect messages in classrooms and around the school;
    - encourages pupils to disclose and discuss incidents of bullying behavior in a non-threatening environment;
    - consistently tackles the use of discriminatory language in the school;
    - recognizes the role of parents in equipping the pupil with a range of life-skills; and
    - promotes a collegiate staff responsibility, under the direction of the Principal, to act in preventing bullying/aggressive behaviour by any member of 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 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. Some types of bullying behaviour are also outlined further in Appendix 1.

Additional information on different types of bullying is set out in Section 2 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

4. The "Relevant Teacher(s)" for investigating and dealing with bullying in this school is/are as follows:
- Ms. Maeve Breen for Junior & Senior Infants,
  - Mr. Martin Mulryan for 1<sup>st</sup> & 2<sup>nd</sup> Class,
  - Mr. John Henry Flattery for 3<sup>rd</sup> & 4<sup>th</sup> Class,
  - Ms. Sarah Byrne for 5<sup>th</sup> & 6<sup>th</sup> Class.

*("At primary level, the relevant teacher will normally be the class teacher." Procedures 6.8.3).*

**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 and identity based bullying) used by the school are as follows:

- 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 behavior.
- 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.
- Involvement of the pupils in contributing to a safe school environment e.g. Buddy system, Lunchtime Pals and other pupil support activities that can help to support pupils and encourage a culture of peer respect and support.
- 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 up note with homework
  - Get a parent/guardian or friend to tell on your behalf
  - Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place
- The anti-bullying module of the SPHE programme as it applies during each school year,
- At least three awareness-raising exercises per school year for each class group (e.g. from the "Awareness-Raising" strand of the Anti-Bullying Campaign, via its website: [www.antibullyingcampaign.ie](http://www.antibullyingcampaign.ie)), pro-actively explaining the nature and variety, causes, consequences and unacceptability of bullying.
  - Pupils are helped to examine the issue of bullying in a calm rational way, outside of the tense context of particular bullying incidents. In the process they are made more aware of the nature of bullying and the various forms that it can take.
  - Pupils are made aware that the consequences of bullying behaviour are always bad for those who are targeted, even if this is not always obvious at the time.
  - Pupils are encouraged to recognise, reject and report bullying behaviour, either spontaneously or through questionnaires that are regularly used in the school.

Through presentations or other exercises, the school staff and parents/guardians are made aware of the nature of bullying and the signs that might indicate that a pupil is being bullied. They are encouraged to be vigilant in watching out for signs of bullying and to report any suspicion of bullying they may have to the "Relevant Teacher" (in the case of staff members) or any staff member (in the case of parents/guardians).

Through regular reports in school newsletters and other communications as well as at meetings with parent/guardian groups parents/guardians are regularly informed of the activities of the school 'Anti-Bullying Team' and encouraged to support its work.

- An annual Anti-Bullying/Friendship week,

## 6. **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);**

**Sanctions will be imposed in line with the school's Code of Behaviour.**

These may include *in no particular order*:

- Reasoning with pupils including advising them about the consequences of their actions;
- Verbal reprimand (including advice on how to improve);
- 'Time out';
- Withdrawal of privileges;
- Note in journal from class teacher to be signed by parent, record kept in class incident book;
- Temporary separation from peers (within classroom);
- Reflection sheet (kept on file by teacher);
- Child will be sent directly to the Principal, an account of the incident will be entered in the relevant incident book by the Principal;
- Formal letter from school Principal informing parent of misbehaviour;
- Detention during breaks;
- Class teacher or Yard duty teacher and Principal will meet with one/both parents;
- Referral to the Principal and the Chairperson or other member of the Board of Management;

**Exclusion (Suspension or Expulsion) from school (in accordance with Rule 130 of the Rules for National Schools as amended by circular and Education Welfare Act 2000).**

In accordance with S.N. Bhearna Dhearg Code of Behaviour in the case of serious or gross misbehaviour such as Bullying early sanctions may be skipped.

**The school's procedures must be 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.

### **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 secretaries, 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 (see section 6.8.9)**

- 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 (by 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) 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. Records will be made in the incident book if witnessed on the yard. Incidents will be reported to the relevant teacher also.
- All reports of bullying will be investigated and dealt with by the relevant teacher. The relevant teacher will keep a written record of the reports, the actions taken and any discussions with those involved regarding same.
- 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 will 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.

#### **Formal Stage 2-Appendix 2 (From DES Procedures)**

The relevant teacher must use the recording template at **Appendix 2** 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) in cases where the relevant teacher, in consultation with the Principal or Deputy Principal, determine, using their professional judgement, that an incident warrants formal recording. These cases should be in line with the school's Code of Behaviour.

When the recording template is used, it must be retained by the relevant teacher in question and a copy maintained by the Principal. The relevant teacher keeps the records in their filing cabinet and the copy is kept by the Principal in his filing cabinet. They may be viewed by the relevant parents on request. The School Data Protection/Record Retention Policy may be referred to.

#### **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) to support school interventions
- No Blame Approach
- Circle Time
- Restorative interviews
- Social skills training (in particular for children with SEN)

The Procedures mention the following intervention strategies and reference Ken Rigby; [www.bullyingawarenessweek.org/pdf/BullyingPreventionStrategiesinSchools Ken Rigby.pdf](http://www.bullyingawarenessweek.org/pdf/BullyingPreventionStrategiesinSchoolsKenRigby.pdf)

- The traditional disciplinary approach
- Strengthening the victim
- Mediation
- Restorative Practice
- The Support Group Method
- The Method of Shared Concern

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

#### **Bullied pupils:**

- Ending the bullying behaviour,
- Nurturing a school culture that fosters respect for bullied pupils and all pupils,
- Nurturing a school culture that 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,
- 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).
- Implementing a “buddy system” in the 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,
- 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.

The school’s programme of support for working with pupils affected by bullying involves discussing the incidents with the pupils, reassuring them that they were right to bring the events to the attention of staff, that they were not telling tales and their actions will help others, they will be reminded that they should tell again if they have any new concerns. The teacher(s) involved and the principal will check from time to time with the child that everything is ok.

Given the complexity of bullying behaviour, no one intervention/support strategy works in all situations.

### 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 as 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 17<sup>th</sup> June 2014.
11. This policy has been made available to school personnel, published on the school website (*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 of Education and Skills and to 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. 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.

Signed: Geraldine O'Connor  
(Chairperson of Board of Management)

Signed: John Henry Flattery  
(Principal Teacher)

Date: 9<sup>th</sup> November 2021

Date: 9<sup>th</sup> November 2021

Date of next review: Autumn 2022

## 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 slugging,
  - 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 jokes,
  - Knowingly spreading rumours,
  - Belittling others' efforts, their enthusiasm or their new ideas,
  - 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.

## **Some Common types of Bullying are described in greater detail here:**

**Physical aggression:** This behaviour includes pushing, shoving, punching, kicking, poking and tripping people. It may also take the form of severe physical assault. While pupils often engage in 'mess fights', they can sometimes be used as a disguise for physical harassment or inflicting pain.

**Intimidation:** Some bullying behaviour takes the form of intimidation: it may be based on the use of very aggressive body language with the voice being used as a weapon. Particularly upsetting can be a facial expression which conveys aggression and/or dislike; invasion of personal space; unwelcome or inappropriate sexual comments or touching; taking advantage of some pupils' vulnerabilities and limited capacity to recognise and defend themselves against bullying and to understand social situations and social cues.

**Isolation/exclusion and other relational bullying:** This occurs where a certain person is deliberately isolated, excluded or ignored by some or all of the class group. This practice is usually initiated by the person engaged in bullying behaviour and can be difficult to detect. It may be accompanied by writing insulting remarks about the pupil in public places, by passing around notes about or drawings of the pupil or by whispering insults about them loud enough to be heard. Relational bullying occurs when a person's attempts to socialise and form relationships with peers are repeatedly rejected or undermined. One of the most common forms includes control: "Do this or I won't be your friend anymore"(implied or stated); a group ganging up against one person (girl or boy); non-verbal gesturing e.g. "The Look"; malicious gossip; spreading rumours about a person or giving them the "silent treatment".

**Cyber-bullying:** Please refer to Barnaderg NS Anti-Cyber-Bullying Policy

**Name calling:** Persistent name-calling directed at the same individual(s) which hurts, insults or humiliates should be regarded as a form of bullying behaviour. Often name-calling of this type refers to physical appearance, e.g., size or clothes worn. Accent or distinctive voice characteristics may attract negative attention. Academic ability can also provoke name calling. This tends to operate at two extremes. There are those who are singled out for attention because they are perceived to be weak academically. At the other extreme there are those who, because they are perceived as high achievers, are also targeted.

**Damage to property:** Personal property can be the focus of attention for bullying behaviour. This may result in damage to clothing, mobile phone or other devices, school books and other learning material or interference with a pupil's locker or bicycle. The contents of school bags and pencil cases may be scattered on the floor. Items of personal property may be defaced, broken, stolen or hidden.

**Extortion:** Demands for money may be made, often accompanied by threats (sometimes carried out in the event of the targeted pupil not delivering on the demand). A pupil may also be forced into theft of property for delivery to another who is engaged in bullying behaviour.

# Appendix 2 Template for 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))

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

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

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**9. Details of actions taken**

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

Date \_\_\_\_\_

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