



St. Anne's National School

Roll No; 19317K

Anti-bullying Policy

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 St. Anne's 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.

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 homophobic and trans phobic 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.

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.

Additional information on different types of bullying is set out in Appendix A of this policy.

Who will deal with accusations of bullying:

The **relevant teachers** for investigating and dealing with bullying are as follows: the class teacher, supervising teacher and, when deemed necessary, the Principal and/or Deputy Principal.

Education and Prevention Strategies that will be used in the school are:

- The Stay Safe Programme
- SPHE
- RSE Programme
- Walk Tall Programme
- Friends for Life (NEPS programme)
- Anti-Bullying website (to be set up by the DES in conjunction with this initiative)
- Posters and books addressing cyber-bullying are in staff library
- Creating and maintaining a positive school culture that encourages respect and consideration for others, which includes holding whole school Friendship weeks
- Visiting speakers will be availed of to talk to pupils and parents
- Access provided if necessary to our Social Skills Co-ordinator
- Child Protection Policy
- Acceptable Use Policy

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:

- a) Since the failure to report bullying can lead to a continuation or a deterioration of bullying, the school and parents encourage children to disclose and discuss incidents of bullying behaviour. This can be with the class teacher, the teacher on yard duty at the time, Special Needs Assistants, and the principal or with parents. This is a "telling school" as defined in the Stay Safe Programme. Children will therefore be constantly assured that their reports of bullying either for themselves or peers will be treated with sensitivity.
- b) An incident of alleged bullying behaviour will be noted and recorded by the class teacher or the teacher on duty/yard duty (relevant teacher). A Behaviour Report Sheet (Appendix 2 on orange paper) will be kept by each class teacher – completed sheets will be stored in the Principal's office.
- c) Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents.
- d) The incident will be investigated – what, who, when, where, why? Incidents are generally best investigated outside the classroom situation to ensure the privacy of all involved.
- e) If a group is involved, they will be met both individually and as a group. Each member will be asked for his/her account of what happened to ensure that everyone is clear about what everyone else has said. This account will be recorded.
- f) Those involved may be asked to write down their account of the incident(s).
- g) Pupils who are not directly involved can also provide very useful information in this way, and will be expected to assist the investigation. Children should understand there are no innocent bystanders if they remain passive where bullying is concerned—all bystanders must report bullying.
- h) The primary aim is to resolve any issues and to restore as far as practicable, the relationships.
- i) The teacher will exercise professional judgement to determine whether bullying has occurred and as to how it can be resolved.
- j) Parents and pupils are required to cooperate with any investigation.
- k) Serious incidents, or a recurring incident of bullying behaviour which has in the opinion of a teacher not been adequately or appropriately addressed within 20 school days will be recorded on Appendix 3 (blue sheet) and shall be reported to the principal / deputy principal. The teacher will also use Appendix 3 to record serious incidents of the bullying behaviour and store in the Principal's office.
- l) The child engaging in bullying behaviour will be asked to reflect on his/her behaviour and its consequences for himself/herself and for the person who is being bullied.
- m) Parents will be made aware of this behaviour and requested to come and discuss it with the teacher/principal with a view to reaching a solution.
- n) The situation will continue to be monitored to ensure that the problem has been resolved. Actions taken will be recorded. Records will be reviewed and analysed.

- o) The teacher(s) involved and the principal will check from time to time with the child that everything is ok.
- p) The code of behaviour will be invoked in circumstances where it is deemed prudent by the relevant teacher and school principal.
- q) If a case remains unresolved the matter will be referred to the school's Board of Management. The Board will also be briefed in relation to the number, if any, of report sheets which have been completed.
- r) Additionally, where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents must be referred, as appropriate, to the Board of Management.

Outside the School

The type of involvement by the school in incidents which take place outside of school will very much depend on the nature of the incident and any issues that arise out of it that may directly involve the school. This decision will be based on the professional judgement of the teacher(s) and/or principal. When deemed necessary, especially where there is a potential "Child Protection" issue the school reserves the right to contact the parents of a child who has been the victim of bullying outside of school.

Cyber Bullying

Cyber bullying includes (but is not limited to) communicating via electronic means with the objective of causing hurt, fear, embarrassment, humiliation, alarm and/or distress to one or more persons.

Cyber bullying includes the use of mobile phones and the internet with the objective of upsetting someone.

It may take the form of general insults or impersonation, defamation or prejudice-based bullying.

Unlike other forms of bullying a once-off posting can constitute bullying.

While this policy addresses issues related to cyber bullying of students (i.e. situations in which one or more students are the victim[s] of bullying), the policy also applies to teaching and other school staff.

Key Measures re Cyber Bullying

- Staff will be trained to identify signs of cyber bullying and will be helped to keep informed about the technologies that children commonly use.
- Advice will be communicated to help students protect themselves from being involved in bullying (as perpetrator or as victim) and to advise them on reporting any incidents.
- Students will be informed about cyber bullying in the course of their education at the school.
- Gardaí/Speakers will be invited to visit the school once a year to talk about cyber bullying.
- Teachers will dedicate a stand-alone lesson to deal with the issue of cyber bullying.
- Students and staff are expected to comply with the school's policy on the use of computers in the School. (Acceptable usage policy). Pupils are not allowed to work on the Internet in any area of the school without a member of staff present.

- Parents will be provided with information and advice on cyber bullying.
- Parents and students are advised that it is not recommended for a child under 13 to register with and use many social media networks, including Facebook, Instagram, SnapChat etc. Please visit www.webwise.ie for further information

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

- Maintaining strong links and communications between school and home.
- Using "Circle Time", SPHE lessons and SALT where appropriate.
- Accessing counselling/social skills or Play Therapy when appropriate and available.
- Using mentoring and peer-support when appropriate, both in class and at break-times.
- Strong communication between all staff members.
- Anti-Bullying workshops on occasion.
- Follow-up discussions 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.

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.

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.

This policy was initially adopted by the Board of Management on 3rd July 2014 and was reviewed in September 2014, 2015, 2016 and May 2017. This current policy was ratified by the BoM in January 2018 and reviewed in May 2019 and November 2021.

This policy has been made available to school personnel, published on the school website www.stannesns.weebly.com and provided to the Parents' Council. A copy of this policy will be made available to the Department and the patron if requested.

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 provided to the Parents' Council. A record of the review and its outcome will be made available, if requested, to the patron and the Department of Education and Skills.

Fr. Jimmy Ryan -Chairperson John Ormonde-Principal 2/11/2021 Date

APPENDIX 1:

Types of bullying

The following are some of the types of bullying behaviour that can occur amongst pupils:

o **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.

o **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.

o **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; malicious gossip; spreading rumours about a person or giving them the "silent treatment".

o **Cyber-bullying:** This type of bullying is increasingly common and is continuously evolving. It is bullying carried out through the use of information and communication technologies such as text, social network sites, e-mail, instant messaging (IM), apps, gaming sites, chat-rooms and other online technologies. Being the target of inappropriate or hurtful messages is the most common form of online bullying. As cyber-bullying uses technology to perpetrate bullying behaviour and does not require face to face contact, cyber-bullying can occur at any time (day or night). Many forms of bullying can be facilitated through cyber-bullying. For example, a target may be sent homophobic text messages or pictures may be posted with negative comments about a person's sexuality, appearance etc.

o **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.

o **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.

o **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.

Behaviour Report Form

Filled in by _____

Date: _____

Name(s) of person(s) reporting alleged bullying concern: _____

Relation to person being bullied, allegedly _____

Location of alleged incident(s) _____

Name of pupil being bullied, allegedly _____

Class _____ Class Teacher _____

Name(s) and Class(es) of pupil(s) engaged in alleged bullying behaviour:

Type of alleged bullying behaviour being reported: Tick as appropriate

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"/>

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

Action Checklist

- Who will be the relevant teacher? _____
- Has the principal been informed? Yes ___ No ___
- Who else needs to be informed? _____
- Is contact with parents required? Yes ___ No ___
- Meeting with children
- When? _____ Where? _____ people present? _____
- List of actions taken

- Is an appendix 3 to be completed? Yes ___ No ___
- If not specify reasons

Date submitted to principal: _____

APPENDIX 3

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 _____