Banada National School 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 Our Lady's N.S. Banada 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. Additional information on different types of bullying is set out in Section 2 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

TYPES OF BULLYING

(a) Pupil Behaviour:

- Physical Aggression: Pushing, shoving, punching, kicking, poking and tripping people up, physical assaults, "mess" fights used as a disguise for physical harassment or inflicting pain.
 - 2. Damage to Property Interference/damage to a pupil's property –clothing, schoolbooks or other learning materials, sports gear, bicycle etc., contents of schoolbags, pencil cases, lunches; books scattered on the floor, defaced, torn/broken, stolen or hidden.

- 3. Extortion: Demands for money/lunch/lunch money may be made with threats if not "paid up".
- 4. Intimidation: Aggressive language, body language or facial expression conveying aggression or dislike.

5. Abusive Telephone Calls:

Abusive anonymous telephone calls –very prevalent where a teacher is a victim of bullying.

- 6. Isolation: A pupil may be isolated, excluded or ignored by some/all of the class/group. Writing insulting remarks, passing around notes/drawings, whispering insulting remarks loud enough to be heard.
- 7. Name Calling: Persistent name calling at the same individual(s), e.g. physical appearance, size clothes worn, "Big-Ears" etc. or academic ability names, e.g. weak pupils called dummies, dopes donkeys or high achievers called swots, brain-boxes, licks, teacher's pets etc.
- 8. Social Media Using social media as a means of bullying, by uploading derogatory remarks about another pupil.
- 9. Slagging: Normally good-natured banter, which extends to repetitive very personal remarks about appearance, clothing, one's family, sexual orientation etc.
- 10. Bullying of School Personnel: Physical assault, damage to property, verbal abuse, abusive phone-calls, threats to one's family etc.(b) Teacher Behaviour, A teacher may, unwittingly or otherwise, engage in, instigate or reinforce bullying behaviour in a number of ways: -sarcasm, demeaning language, negative comments about a pupil's appearance or background, -humiliating directly or indirectly a pupil who is weak, outstanding or vulnerable in any way.

SIGNS AND SYMPTOMS

The following signs/symptoms may suggest that a pupil is being bullied:
-anxiety about travelling to and from school-deterioration in educational performance, loss of concentration/enthusiasm/interest in school-unwillingness to go to school -mitching-pattern of physical illness (headache, stomach ache etc.)
-unexplained changes in mood/behaviour, especially before returning to school after weekends/holidays-anxiety, signs of distress

-stammering, nightmares, crying, not eating, bedwetting, vomiting etc.
-out of character comments about other pupils-belongings missing or damaged-increased requests for money or stealing money at home-unexplained bruising/cuts, damaged clothing-reluctance/refusal to say what is troubling him/her.

The Victim:

Any pupil, through no fault of his/her own may be bullied. While it is common in the course of play for pupils to tease and taunt, pupils who react in a vulnerable or distressed manner to continued teasing and taunting are more at risk of becoming victims. The seriousness and duration of bullying is directly related to the pupil's continuing response to the verbal, physical and psychological aggression. It should be noted that some pupils can, unwittingly or otherwise, act in a very provocative manner, which attracts bullying.

The Bully:

Bullying is a learned behaviour.

Pupils who bully tend to:

-display aggressive attitudes combined with a low level of discipline -lack any sense of remorse-often convince themselves that the victim deserves the treatment meted out

-be attention-seeking

-set out to impress bystanders and enjoy the reaction -indifferent to the victim's feelings

-enjoy inflicting pain

-may suffer from a lack of confidence and have low self-esteem.

It is not uncommon to find that pupils who bully have themselves been victims of bullying.

Factors that have their origins in differences between parties outside the school may contribute to increased incidents of bullying within the school.

The popular idea among some parents and pupils that bullying is a normal phase of development, that it teaches pupils to toughen up, is a misconception that needs to be challenged.

WHERE DOES BULLYING HAPPEN?

- 1. School playground/obscured parts of the playground ideal for the "bully-gang"
- 2. Many games present opportunities for bullying because of their physical nature
 - 3. Toilets/cloakrooms -behaviour here needs to be monitored carefully
- 4. In class –through glances, looks, sniggers or derogatory comments about pupils or teachers
 - 5. The area immediately outside the school/neighbourhood
 - 6. On the journey to /from school –walking, cycling or on the bus.
- **4.** The relevant teacher(s) for investigating and dealing with bullying is (are) as follows: The Class Teacher. (see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):
- **5.** The education and prevention strategies (including strategies specifically aimed at cyber-bullying and identity-based bullying including in particular, homophobic and transphobic 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*):

COUNTERING BULLYING BEHAVIOUR

- The school acknowledges the right of each member of the school community to enjoy school in a secure environment.
- The school promotes positive habits of self-respect, discipline and responsibility among all its members.
- The school has a clear commitment to promoting equity in general, and gender equity in particular, in all aspects of its functioning.
- Staff members share a collective responsibility, under the direction of the principal teacher, to act to prevent bullying/aggressive behaviour by any member of the school.
- The school promotes qualities of social responsibility, tolerance and understanding among all its members, both in school and out of school.
- The school acknowledges the uniqueness of each individual and his/her worth as a human

being.

- The school promotes habits of mutual respect, courtesy and an awareness of the interdependence of people in a group or community.
- The school recognises the rights of parents to share in the task of equipping the pupil with a range of life skills.
- The school recognises the need to co-operate with and keep parents informed on procedures to improve relationships within the school community.
- The school takes particular care of "at risk" pupils and uses its monitoring system to provide early intervention if necessary, and responds to the needs, fears and anxieties of individual members in a sensible manner.
 - The school has the capacity to change in response to pupils' needs.
- **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 (see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*)

PROCEDURES FOR INVESTIGATING AND DEALING WITH BULLYING

- A calm, unemotional problem-solving approach is essential when dealing with incidents of Bullying Behaviour.
- Such incidents should be investigated outside the classroom situation to avoid public humiliation of both the victim and accused.
- Pupils on both sides should be interviewed separately in an effort to get the true picture of what happened.
- Interviews should be conducted sensitively, with due regard to the rights of the pupils concerned.

- Answers should be sought to the questions WHAT, WHERE, WHO, WHEN, WHY.
 - If a gang is involved, each member should be interviewed individually, and then interviewed as a group.
- If it is confirmed that a pupil is guilty of bullying behaviour, then it should be made clear to him/her that he/she is in breach of the school's Code of Discipline, and try to get him/her to

see the situation from the victim's point of view.

- Teachers investigating bullying behaviour should keep a written record of their conversations with those involved.
- In cases where it has been determined that incidents of bullying behaviour have taken place, meet with the parents of both parties involved, explain School Policy to them, and discuss ways in which they can help reinforce/support the actions taken by the school.

PROCEDURE FOR NOTIFYING AND REPORTING INCIDENTS OF BULLYING BEHAVIOUR

- 1. All reports of bullying, be it serious or trivial, should be reported to the pupil's teacher. This will be noted and investigated by the teacher in question, and if necessary, in conjunction with the school Principal. It would be hoped that, in general, the matter would be resolved at this stage. It is of vital importance to establish a confidence factor so that pupils will not be shy to "tell" if they are being bullied. For bullying incidents our Code of Discipline is referred to.
- 2. Pupils should be thoroughly aware that when they report incidents of bullying, they are not telling tales, but are behaving responsibly.
 - 3. If the bullying continues, and is not resolved as at (1) above, parents of victims should be informed, so that they can discuss the matter with the child and/or the teacher (see Code of Discipline).
 - 4.In the case of a complaint regarding a staff member, this should normally in the first instance be raised and discussed with the staff member in question.
- 5. Where cases relating to either pupils or teacher remain unresolved at school level, the matter should be referred to the Board of Management.
 - 6. If not resolved at Board level, then the matter should be referred to the local Inspectorate.
- **7.**The school's programme of support for working with pupils affected by bullying is as follows (see Section6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

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.

11. This policy has been made available to school personnel, 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.

10. This policy was adopted by the Board of Management on_____.

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 and 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:	(Chairperson of BOM) Date:
Signed	Date
•	Principal

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.

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?		
improvement?		
Signed		
Signed Date Date Chairperson, Board of Management		
Champerson, Doard of Management		
Signed Date		
Principal		
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Appendix (1): 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 4. Location of incidents Tick Relevant Box(es) (Tick relevant box) (es) 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 9. Details of action taken (Relevant Teacher) Date: Signed: Date Submitted to Principal/ Deputy Principal: **Pupil Concerned** Other Pupil Parent Teacher Other Playground Classroom Corridor **Toilets** School Bus Other

Appendix (2): How You Can Support Your Child
(A) Support Re Cyber Bullying
(B) Support Re Other Types of Bullying

We endorse the advice given from the Irish 'Sticks and Stones' Anti-Bullying Programme. A representative, Patricia Kennedy, wrote the following words in the Irish Daily Mail on October 31, 2012: "Cyberbullying is NOT 24/7; it's only 24/7 if a child is allowed access to their phone or the internet. Don't let your own ignorance get in the way of common sense. A simple rule is 'no phones after bedtime.' Have a drawer in the kitchen that all phones are left in.

... Try turning off the WIFI when you are going to bed to make sure there are no 3am online arguments. The antibullying initiative I represent, Sticks and Stones, work with children from all backgrounds, from designated disadvantaged schools to fee-paying schools, and we are constantly surprised at the level of innocence that most children have in relation to the 'friends' they make online. They don't think there are any dangers involved in chatting with strangers online, and they don't think there are any repercussions involved for them regarding what they post.

... In our anti-bullying workshops, children tell us one of the reasons they don't ''talk'' about bullying is that parents 'overreact'. Don't be that parent.

If your child tells you that they are being bullied -- don't lose your temper; above all don't threaten to take their phone or internet access away -- you're just guaranteeing they'll never tell you anything again.

Remain calm and ask questions -- who, what, why, where, when. Get the facts, write it down, keep the text/phone messages or take a screen shot from the computer so you are informed when you approach the school, internet or phone provider, or gardaí.

Talk to your children; let them know they can talk to you; keep the channels of communication open."

And we endorse the advice given by the USA's Federal Department

of

Health:

"Be Aware of What Your Kids are Doing Online Talk with your kids about cyberbullying and other online issues regularly.

Know the sites your kids visit and their online activities. Ask where they're going, what they're doing, and who they're doing it with.

Tell your kids that as a responsible parent you may review their online communications if you think there is reason for concern. Installing parental control filtering software or monitoring programs are one option for monitoring your child's online behaviour, but do not rely solely on these tools.

Have a sense of what they do online and in texts. Learn about the sites they like. Try out the devices they use. Ask for their passwords, but tell them you'll only use them in case of emergency.

Ask to "friend" or "follow" your kids on social media sites or ask another trusted adult to do so.

Encourage your kids to tell you immediately if they, or someone they know, is being cyberbullied. Explain that you will not take away their computers or mobile phones if they confide in you about a problem they are having.

Establish Rules about Technology Use
Establish rules about appropriate use of computers, mobile phones, and other technology. For example, be clear about what sites they can visit and what they are permitted to do when they're online. Show them how to be safe online. Help them be smart about what they post or say. Tell them not to share anything that could hurt or embarrass themselves or others. Once something is posted, it is out of their control whether someone else will forward it.

Encourage kids to think about who they want to see the information and pictures they post online. Should complete

strangers see it? Real friends only? Friends of friends? Think about how people who aren't friends could use it.

Tell kids to keep their passwords safe and not share them with friends. Sharing passwords can compromise their control over their online identities and activities."

APPENDIX (3): Types of Behaviour Involved in Cyber Bullying

These guidelines provide assistance in identifying and describing the types of

behaviour involved in cyber bullying. The means of cyber bullying are constantly

changing, and the following list of types of bullying behaviour can be expanded in

light of the experience of the school community:

Types of Behaviour in Cyber Bullying...

- 1. Hate Sites
- Encouraging other people to join the bullying by publishing someone's

personal details or linking to their social network page.

- Abusive messages.
- Transmitting abusive and/or threatening messages.
 - Chat rooms and discussion forums.
- Posting cruel and/or or abusive comments about someone.
 - 2. Mobile Phones
- Sending humiliating and abusive video messages or photographic images

messages.

- Making silent or abusive phone calls.
 - Sending abusive text messages.
 - Interactive gaming.
 - Locking victims out of games.
- Spreading false rumours about someone.
 - Hacking into someone's account.
 - Sending viruses.
- Sending hacking programs to another person.
- Unauthorised interference with a computer device.
 - 3. Abusing Personal Information
 - Transmitting personal photos, videos emails.
- Blogs Posting blogs where others could see them without the owner of the blog's permission