

Anti-Bullying Policy Glencovitt National School

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 Glencovitt N.S. 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 of 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 (see Appendix 1 Part 1) 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 bullying and transphobic bullying.
- Effective supervision and monitoring of pupils;
- Supports for staff;
- Consistent recording, investigation and follow up 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.

As self-esteem is a major factor in determining behaviour, Glencovitt N.S. through both our curricular and extra-curricular programmes, provide pupils with opportunities to develop a positive sense of self-worth.

Initiatives and programmes focused on developing pupils' awareness and understanding of bullying, including its causes and effects, will deal explicitly with the issue of identity-based bullying and in particular homophobic and transphobic bullying. For example, the inclusion of LGBT posters on notice boards, discussions with parents about specific statements of welcome and respect for LGBT members of the school community, teaching the Social, Personal, Health Education (SPHE) resource, Growing Up LGBT and participating in LGBT awareness events are just some of the ways in which a school can address homophobic and transphobic bullying.

Prevention and awareness raising measures will also deal explicitly with cyber-bullying. The best way to address cyber-bullying is to prevent it happening in the first place. Prevention and any awareness raising measures will focus on educating pupils on appropriate online behaviour, how to stay safe while on-line and also on developing a culture of reporting any concerns about cyber-bullying. The school-wide approach and the role of parents is of importance in this regard. The prevention and awareness raising measures will also take into account the scope for cyber-bullying to occur as a result of access to technology from within the school.

Glencovitt NS will tackle and prevent bullying with a particular focus on the needs of pupils with SEN and/or disabilities. By joining with other relevant school policies and supports, this will support a unified approach. In decreasing the likelihood of bullying for pupils with SEN, particular attention will be paid to inclusion, the development of social skills, preparing for transitions and cultivating a good school culture which has respect for all and helping one another as priorities.

Glencovitt's prevention and awareness raising measures will be appropriate to the type of bullying, the age and gender of the pupils involved. Glencovitt NS will work to raise awareness of bullying so that all members of the school community understand what bullying is and how the school deals with it.

Bullying will be included for discussion in staff meetings on a termly basis. The Student Council have discussed the Policy and have provided feedback and ideas for the Friendship Notice Board. Teachers can influence attitudes to bullying in a positive manner through a range of curricular initiatives. SPHE makes specific provision for exploring bullying, belonging and integrating. It also focuses on communication, conflict, friendship, personal safety and relationships. The Stay Safe Programme enhances self-protection skills.

There is space within the teaching of all subjects to foster an attitude of respect for all: to promote the value of diversity; to address diversity; to address prejudice and stereotyping and to highlight the unacceptability of bullying behaviour. English, History, Art, Drama, Music, Religious and Physical Education can all be utilised as a vehicle for understanding and dealing with bullying.

- On the Anti-Bullying noticeboard there will be the listing of supports currently being used in the school and the identification of other supports available to the school e.g. GLEN www.glen.ie, gay & lesbian equality network, BelongTo www.belongto.org Support for lesbian, gay, bisexual and transgender young people in Ireland.

Creation Of A Culture Of “Telling”

- 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 note up with homework;
 - Make a phone call to the school or to a trusted teacher in the school;
 - Anti-bully or Worry Box;
 - Get a parent(s)/guardian(s) or friend to tell on your behalf;
 - Teachers may administer a confidential questionnaire to pupils;
 - Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place; and
- Encourage parent(s)/guardians(s) to approach the school if they suspect that their child is being bullied or is involved in bullying.

Implementation of curricula

- The implementation of the SPHE curriculum, the RSE and Stay Safe Programmes.
- Reflection on the need for Continuous Professional Development for staff in delivering these programmes.
- School wide delivery of lessons on bullying from evidence based programmes, Stay Safe Programme, The Walk Tall Programme;
- School wide delivery of lessons on Bullying through Prim-Ed Programme; Teachers to deliver internet safety lessons based on the “My Selfie” resource.

The school will have the following resources:

- S.P.H.E. Curriculum Documents;
 - Walk Tall Books;
 - Stay Safe Books;
 - R.S.E. Books;
 - Prim-Ed Books – Anti-Bullying;
 - Posters – Prim Ed;
 - Busy Bodies D.V.D. and Book.
- Delivery of the Garda SPHE Programmes at primary level. These lessons, delivered by Community Gardai, cover issues around personal safety
 - The school will specifically consider the additional needs of SEN pupils with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately; and
 - The school will implement the advice in “Sexual Orientation advice for schools” (RSE Primary. In relation to incidents of homophobic and transphobic bullying.

Investigating and dealing with incidents: Style of approach

- 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; and
- 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. All sanctions will be dispensed in accordance with the school's Code of Behaviour.

Formal Stage 1- determination that bullying has occurred

- If it is established by the relevant teacher that bullying has occurred, the relevant teacher must 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; and
- The relevant teacher would keep records in a file in a locked filing cabinet.

Formal Stage 2-Appendix 2 -Template For Recording Bullying Behaviour

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) Where the school has decided as part of its anti-bullying policy that in certain circumstances bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable.

Aggressive, threatening or violent behaviour towards a pupil, property or teacher will be regarded as serious or gross misbehaviour and will be recorded and reported immediately to the Principal/Deputy Principal.

When the recording template is used, it must be retained by the relevant teacher in question and a copy maintained by the Principal. These records are filed in a locked cabinet.. Only staff have access to these records.

Established Intervention Strategies used by Glencovitt NS are detailed in Section 5.

7. Supports for pupils affected by bullying

The school's programme of support for working with pupils affected by bullying (both targeted child and bully) is as follows:

The school's programme of support for working with pupils affected by bullying (both targeted child and bully) is as follows:

- In-school supports and opportunities will be provided for the pupils affected by bullying. This would be agreed upon by the school and the child's parental guardian.

Examples include:

- Buddy/Peer mentoring system;
- SETPlacement;
- Group work such as circle time;
- The child targeted would be reassured that they are not to blame;
- Referral for counselling;

Signed on 13.07.21

Next Review: 13.07.22

Chairperson:

Principal:

Appendix 1: Part One

Key elements of a positive school culture and climate

- The school acknowledges the right of each member of the school community to enjoy school in a secure environment.
- The school acknowledges the uniqueness of each individual and his/her worth as a human being.
- The school promotes positive habits of self-respect, self-discipline and responsibility among all its members.
- The school prohibits vulgar, offensive, sectarian or other aggressive behaviour or language by any of its members.
- The school has a clear commitment to promoting equity in general and gender equity in particular in all aspects of its functioning.
- The school has the capacity to change in response to pupils' needs.
- The school identifies aspects of curriculum through which positive and lasting influences can be exerted towards forming pupils' attitudes and values.
- The school takes particular care of "risk" pupils and uses its monitoring systems to facilitate early intervention where necessary and it responds to the needs, fears or anxieties of individual members in a sensitive manner.
- The school recognises the need to work in partnership with and keep parents informed on procedures to improve relationships on a school-wide basis.
- The school recognises the role of parents in equipping the pupil with a range of life-skills.
- The school recognises the role of other community agencies in preventing and dealing with bullying.
- The school promotes habits of mutual respect, courtesy and an awareness of the interdependence of people in groups and communities.
- The school promotes qualities of social responsibility, tolerance and understanding among all its members both in school and out of school.
- Staff members share a collegiate responsibility, under the direction of the Principal to act in preventing bullying/aggressive behaviour by any member of the school community.

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 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"/>
Other	<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"/>
School Bus	<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 _____

* **Note:** The categories listed in the tables 3, 4 & 6 are suggested and schools may add to or amend these to suit their own circumstances.

Appendix Three

Checklist for Annual Review of Anti-Bullying Policy and its Implementation

Appendix 4 Checklist for annual review of the anti-bullying policy and its implementation

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.

	Yes /No
Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the <i>Anti-Bullying Procedures for Primary and Post-Primary Schools</i> ?	
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?	

Signed _____
Chairperson, Board of Management

Date _____

Signed _____
Principal

Date _____

Notification regarding the Board of Management's annual review of the anti-bullying policy

To: Parents' Association

The Board of Management of Glencovitt N.S. wishes to inform you that:

- The Board of Management's annual review of the school's anti-bullying policy and its implementation was completed at the Board meeting of 13/7/21 [date].
- This review was conducted in accordance with the checklist set out in **Appendix 4** of the Department's *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

Signed Georgina d'Brien
Chairperson, Board of Management

Date 13/07/2021

Signed Maetia Mallon
Principal

Date 13/7/21