Anti-Bullying Policy / Polosaí Frithbhulaíochta

1. *I gcomhréir le riachtainais an Acht Oideachas (Leas) 2000 agus na dtreoirlíne faoi chód iompair a d'eisigh an Bord Náisuinta um Leas Oideachas tá an beartas frithbhulaíochta seo a leanas glachta ag Bord Bainistíochta Gaelsoil Dhroichead na Banndan mar chuid de chód iompair na scoile. Géillean an beartas go huile agus go hiomlán do riachtanas Ghnásanna frithbhulaíochta Bunscoile agus Iar-bhunscoile a fhoilsiodh i Meán Fómhair 2013.*

In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB (National Education Welfare Board – part of Tusla (Child and family Agency), the Board of Management (BOM) of Gaelscoil Dhroichead na Banndan 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 by the Department of Education.

2. The BOM recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and on school climate. The BOM is therefore fully committed to the following key principles of best practice in preventing and confronting bullying behaviour:

(a) A positive school culture and climate which

- welcomes difference and diversity based on inclusivity

- encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment

- promotes respectful relationships across the school community

(b) Effective and caring school leadership

(c) A whole-school approach that involves all education stakeholders

(d) A shared understanding of what bullying is and its impact on all in the school community

(e) Implementation of education and prevention strategies that:

- build empathy, respect and resilience in pupils

- explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying

- seek continuous raising of awareness among stakeholders

(f) Effective supervision and monitoring of pupils

(g) Provision of support for staff

(h) Consistent recording, collection and maintenance of records , investigation and follow up of bullying behaviour (including use of established intervention strategies)

(i) On-going evaluation of the effectiveness of the school's anti-bullying policy.

3. *I gcomhréir le Gnásanna Frithbhulaíochta Bunscoile agus Iar- bhunscoile seo é an sainmhíniú ar bhulaíocht.*

In accordance with the "*Anti-Bullying Procedures for Primary and Post-Primary Schools* " (see section 1) bullying is defined as follows:

> *An rud a thuigtear le bulaíocht ná iompar diúltach neamhiarrtha, bíodh sé i bhfoirm iompar briathartha, síceolaíoch nó fiscúil, a dhéannan duine aonar no ghrúpa in aghaidh duine nó daoine eile, agus a dhéantar arís agus arís eile.*

> *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

- 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 (SEN)

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 or Post Primary Schools.* **This list is not exhaustive.**

Bullying behaviors which Gaelscoil Dhroichead na Banndan has identified as relevant to our context.

General behaviors which apply to all types of bullying

- Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc.
- Physical aggression
- Damage to property
- Name calling
- Slagging
- The production, display or circulation of written words, pictures or other materials aimed at intimidating another person.
- Offensive graffiti
- Extortion
- Insulting or offensive gestures
- The 'Look'
- Invasion of personal space
- A combination of any of the types listed.

Cyber

- **Denigration:** Spreading rumors, lies or gossip to hurt a person's reputation
- Harassment: Continually sending vicious, mean or disturbing messages to an individual
- Impersonation: Posting offensive or aggressive messages under another person's name
- Flaming: Using inflammatory or vulgar words to provoke an online fight
- Trickery: Fooling someone into sharing personal information which you then post online
- Outing: Posting or sharing confidential or compromising information or images
- Exclusion: Purposefully excluding someone from an online group
- Cyber Stalking: Ongoing harassment and denigration that causes a person considerable fear for his/her safety.
- Silent telephone/mobile phone call
- Abusive telephone / mobile phone calls
- Abusive text messages
- Abusive email
- Abusive communication on social networks e.g. Facebook/Ask.fm/ twitter/youtube or on game consoles
- Abusive website comments/blogs/pictures
- Abusive posts on any form of communication technology

Identity Based Behaviours

Including any of the nine discriminatory grounds mentioned in Equality Legislation (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveler community).

Homophobic and Transgender

- Spreading rumours about a person's sexual orientation
- Taunting a person of a different sexual orientation
- Name calling e.g. Gay, queer, lesbian …. used in a derogatory manner
- Physical intimidation or attacks
- Threats

Race, Nationality, Ethnic Background and membership of the Traveller Community

- Discrimination, prejudice, comments or insults about colour, nationality, culture social class, religious beliefs, ethnic or traveler background
- Exclusion on the basis of any of the above

Relational

This involves manipulating relatioships as a means of bullying. Behaviours include:

- Malicious gossip
- Isolation & exclusion
- Ignoring
- Excluding from the group
- Taking someone's friends away
- 'Bitching'
- spreading rumours
- breaking confidence
- talking loud enough so that the victim can hear
- The 'look'
- Use or terminology such as 'nerd' in a derogatory way

Sexual

- Unwelcome or inappropriate sexual comments or touching
- Harassment

Special educational needs, disability

- Name calling
- Taunting others because of their disability or learning needs
- Taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and social cues
- Mimicking a person's disability
- Setting others up to ridicule

4. *Seo leanas na múinteoirí cuí a bhaineann le fiosrú agus plé eachtraí fhrithbhulaíocht:*

The 'Relevant Teacher(s)' for investigating and dealing with bullying in this
school is/are as follows:

- **Principal / Príomhoide : Micheál Ó Riain**
- **Deputy Principal / Leas Príomhoide : Mairéad Áine Ní Urdail**
- **Class Teacher / Múinteoirí Ranga:**

5. *Seo a leanas na straitéisí oideachais agus coiscthe a bheidh in usáid:*
The following education and prevention strategies, at the appropriate and relevant level for each
class, will be put in place by the school:

- The school will provide pupils with opportunities to develop a positive sense of self worth.

- Prevention and awareness - raising measures across all aspects of bullying, involving
strategies that engage pupils in addressing problems when they arise. Strategies that
develop empathy, respect and resilience among pupils will be a priority.

- Prevention and awareness - raising measures focusing on cyber –bullying by educating pupils
on appropriate online behaviour, how to stay safe while online and also on developing a
good school culture of reporting which has respect for all.

- The school will document its anti-bullying policy and education and prevention strategies.

- Programmes focusing on developing pupils' awareness and understanding of bullying may
be implemented as class/age appropriate: Stay Safe, Walk Tall, Zippys Friends and Circle
Time, Friendship Week and other elements of the SPHE and Religion programmes.

- The school will take into account the needs of pupils with disabilities or with SEN.
Approaches to decreasing the likelihood of bullying for pupils with disabilities and/or SEN
include prioritising inclusion, focusing on developing social skills and cultivating a school
culture that accords respect to all in the school community.

- Supervision and monitoring of classrooms, corridors, school grounds, school tours and extra
curricular activities. Non teaching staff and ancillary staff will be encouraged to be vigilant
and report issues to relevant teachers. Supervision will also apply to monitoring student use
of communication technology within the school.

- *Forbairt Leanúnach Foirne eagraithe ag eagrais éagsúla, Ionad Oideachais Chorcaí agus
SESS.* Continuous Professional Staff Development run by Cork Education Centre and Special
Education Support Services.

- Ensuring that pupils and parents 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.
  - Get a parent/guardian or friend to tell on your behalf.
  - Ensure bystanders understand the importance of telling if they witness or know bullying is taking place.

- *Eolas a roinnt le tuismitheoirí ar shábháltacht, usáid/mí-úsáid an idirlín.*
  Information about Internet safety for parents.

- *Tacaíocht cuí laethiúil do bhaill foirne na scoile a chintíonn leanúnachas ciallmhar deismhíneach chomh maith le foirfeacht leanúnachas.*
  Supporting each staff member on a daily basis while ensuring continuous and exact application of the policy.

- *Clár Bí-Sábháilte & Misneach/* Stay Safe and Walk Tall Programme.

6. *Gnásanna chun Bulaíocht a Fhiosrú agus Láimhseáil*

Seo a leanas straitéisí na scoile chun iompair bhulaíochta a imscrdudú, chun obair leantach a dhéanamh ina dtaobh agus chun iompair bulaíochta a thaifeadadh mar aon leis na stratéisí idirghabhála bunaithe a úsáidfidh an scoil chun déileáil le cásanna d'iompar bulaíochta:

The school's procedures for investigation of bullying behaviour and established intervention strategies for dealing with cases of bullying behaviour are outlined below:

The primary aim in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, good relationships between the parties involved (rather than to apportion blame). With this in mind the school's procedures are as follows:

- In investigating and dealing with bullying behaviour, the relevant teacher(s) will exercise his/her/their professional judgement to determine whether bullying has occurred, what type, if it has and how best the situation might be resolved.

- Parent(s)/guardian(s) 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 when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents

- 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(s) 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

o 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

o Each member of a group should be supported through the possible pressures that they may face them from the other members of the group after interview by the teacher

o It may also be appropriate or helpful to ask those involved to write down their account of the incident(s)

o In cases where it has been determined by the relevant teacher(s) 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. 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 for their pupils

o Where the relevant teacher(s) has/have 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

o It must also be made clear to all involved (each set of pupils and parents) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parents and the school;

- If it is evident that the bully is not making an effort to improve, the Board of Management are informed. This process set down by Rule 130 (5) of "National School Rules" will be followed.

RECORDING: Noting and reporting of bullying behaviour is to be documented using the template for recording bullying behaviour (Appendix B). All records must be maintained in accordance with relevant data protection legislation. The school's procedures for noting and reporting bullying behaviour will adhere to the following:

- The teacher will keep a written record of the investigation and if appropriate will ask those involved to write down their account of the incidents.

- A record will be kept of how the matter is handled and the outcome.

- Parents/guardians and pupils will be contacted later on to check that no further difficulties have arisen.

- In cases where the relevant teacher considers that the bullying behaviour has not been adequately and appropriately addressed within 20 days after he/she has determined that bullying behaviour has occurred, it must be recorded by the relevant teacher in the recording template of Appendix 3 (Anti Bullying procedures for Primary and Post Primary Schools).

- 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

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

- All in-school supports and opportunities will be provided for the pupils affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience e.g.
    - Pastoral care system
    - Buddy / Peer mentoring system
    - Tutor/Year head system
    - Care team / Student Support Team
    - Group work such as circle time

- If pupils require counselling of further supports the school will endeavour to liaise with the appropriate agencies to organise same. This may be for the pupil affected by bullying or involved in the bullying behaviour.

    Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.

8. *Maoirseacht agus Monatóireacht Éifeachtach ar Dhaltaí:*
Deimhníonn an Bord Bainistíochta go bhfuil beartais agus cleachtais chuí maoirseachta agus mónatóireachta i bhfeidhm chun iompair bulaíochta a chosc agus chun déileáil leis agus chun idirghabháil luath a éascú más féidir.

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. *An Ciapadh a Chosc.*
Deimhníonn an Bord Bainistíochta go ndéanfaidh an scoil, de reir a oibleagáidí faoin reachtaíocht chomhionnais, gach beart is indéanta go practiciul chun daltaí agus baill foirne a chosaint ar chiapaidh gnéasach agus ar ciapadh ar aon cheann de na naoi bhfóras, mar atá inscne lena n-áirítear trasinscine, stádas sibhialta, stádas teaghlaigh, treoshuíomh gnéasach, reiligiúin, aois, míchuas, cine no ballraíocht den lucht siúil.

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 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 Communtiy.

10. This policy was adopted by the Board of Management on _____ [date].

11 *Cumarsáid*

Tá an polasaí seo ar fáil do foireann na scoile, foilseofar é ar shuíomh gréasáin na scoile agus tabharfar cóip do Choiste na dTuismitheoirí. Cuirtear gach tuismitheoir ar an eolas faoin bpolasaí seo le linn an phróiséis chlárúcháin agus meabhraítear go rialta ag cruinnithe tuismitheoirí/caomhnóirí go bhfuil sé ar fáil leis na polasaithe eile. Cuirfear cóip den polasaí seo ar fáil don Roinn agus do phátrún na scoile má iarrtar é.

Communication

This policy has been made available to school personnel, published on the school website and is readily accessible to parents and pupils on request and provided to the Coiste na dTuistí. A copy of this policy will be made available to the An Roinn Oideachais agus Scileanna and to the patron if requested.

12. *Clár ama Athbhreithnithe*

Athbhreithneoidh an Bord Bainistíochta an polasaí agus a fheidhmiú uair amháin i ngach scoilbhliain – féach Aguisín 4. Cuirfear fógra scríofa gur athbhreithníodh polasaí frithbhulaíochta na scoile ar fáil do fhoireann na scoile, foilseofar é ar shuíomh gréasáin na scoile agus tabharfar cóip do Choiste na dTuismitheoirí. Cuirfear taifead den athbhreithniú agus a thoradh ar fáil don phátrún agus don Roinn, más gá.

This policy and its implementation will be reviewed by the Board of Management once in every school year – see Aguisín 4. Written notification that the review has been completed will be made available to school personnel, published on the school website and be otherwise readily accessible to parents and pupils on request and provided to the Coiste na dTuistí. A record of the review and its outcome will be made available to the An Roinn Oideachais agus Scileanna and to the patron if requested.

This policy and its implementation will be reviewed by the Board of Management once in every school year.

Signed: Pádraig Ó Dubhgáin_   Signed: MicheálÓ Riain
    (Chairperson of Board of Management)   (Principal)

Date: 21/09/2016   Date:21/09/2016

Date of next review: June2017

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	
Other Pupil	
Parent	
Teacher	
Other	

4. Location of incidents (tick relevant box(es))*

Playground	
Classroom	
Corridor	
Toilets	
School Bus	
Other	

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 actions taken

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.