

## Anti-Bullying Policy

Naul National School reviewed in April 2019

### **1. School position on Bullying**

The coordination and implementation of this policy will be supervised by the Principal (Edel McMahon) and Deputy Principal ( Sarah Watters). Ms. Siobhan Smith has been designated as Anti Bullying Officer in the school. When not present – Ms. Amanda Moore will fulfil this role. While this policy addresses issues related to bullying of students, it also applies to teaching and other school staff, parents/guardians, board members and others in so far as measures under school policy related to them.

This document is primarily used for child to child peer interactions. Bullying between child/adult will be addressed within child protection protocols and procedures. Adult to adult interactions will be dealt with in existing employment legislation and procedures.

Naul national schools mission statement states that it strives to promote inclusion and creativity in a respectful learning environment, nurturing children to reach their full potential all the while promoting a positive attitude to school life and respecting the Catholic Ethos of the school.

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

At Naul National School we are implementing the **Abi Anti bullying programme**.

Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the school's code of behaviour.

### **Anti Bullying Policy.**

The Board of Management of Naul National school recognises the very serious nature of bullying and the negative impact it can have on the lives of pupils and is therefore fully committed to the following key principles of best practice in preventing bullying behaviour:

***- a positive school climate and culture which:***

- is welcoming of difference and diversity 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
- 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, investigating and following 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 relevant teachers for investigating and dealing with bullying are the class teacher, Mrs. Watters, Deputy Principal, Mrs. Arthurs, Principal and Ms. Smith Anti-Bullying Officer

The education and prevention strategies (including strategies specifically aimed at cyber bullying and identity based bullying including in particular, homophobic or transphobic bullying) will be as follows:

### **Creating a culture of telling**

- Teachers will encourage pupils to tell adults if anyone is the victim of bullying, that they should not retaliate straight away but that they should tell an adult.
- Pupils are encouraged to support each other by reporting all incidents of bullying that they witness.
- Teachers and staff members to be assured that when they tell, something will be done about the bullying in a safe manner and all reported incidents will be dealt with .
- Class lessons to be provided through the SPHE programme to enable pupils "how to tell"
- Bystanders can be the key to resolving bullying and if anyone witnesses bullying behaviour, they should always tell a teacher.
- An annual awareness week will be held in the school where various lessons will be given to the pupils from the teachers to increase awareness is and the impact it can have (Abi power points)

### **Cyber Bullying**

Cyber bullying includes but is not limited to communication 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 prejudiced based bullying. Unlike other forms of bullying a one of post 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, school staff and parents.

**The Anti-Bullying Procedures for Primary and Post Primary Schools, September 2013, states:**

*2.1.3. In addition, in the context of these procedures 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.*

## **WHAT IS CYBER-BULLYING?**

There are many types of cyber-bullying. The more common types are:

1. **Text messages** – can be threatening or cause discomfort. Also included here is ‘Bluejacking’ (the sending of anonymous text messages over short distances using Bluetooth wireless technology)
2. **Picture/video-clips via mobile phone cameras** – images sent to others to make the victim feel threatened or embarrassed
3. **Mobile phone calls** – silent calls, abusive messages or stealing the victim’s phone and using it to harass others, to make them believe the victim is responsible
4. **Emails** – threatening or bullying emails, often sent using a pseudonym or somebody else’s name
5. **Chat room bullying** – menacing or upsetting responses to children or young people when they are in a web-based chat room
6. **Instant messaging (IM)** – unpleasant messages sent while children conduct real-time conversations online using MSM (Microsoft Messenger), Yahoo Chat or similar tools
7. **Bullying via websites** – use of defamatory blogs (web logs), personal websites and online personal ‘own web space’ sites such as You Tube, Face book, Ask.fm, Bebo (which works by signing on in one’s school, therefore making it easy to find a victim) and Myspace – although there are others.

## **AIMS OF OUR CYBER-BULLYING POLICY:**

- To ensure that pupils, staff and parents understand what cyber bullying is and how it can be combated
- To ensure that practices and procedures are agreed to prevent incidents of cyber-bullying
- To ensure that reported incidents of cyber bullying are dealt with effectively and quickly.
- To investigate reported incidents of cyber bullying amongst the school community where it has a negative impact on members of that community.

## **PROCEDURES TO PREVENT CYBER-BULLYING:**

- Staff, pupils, parents and Board of Management (BoM) will be made aware of issues surrounding cyber bullying through the use of appropriate awareness-raising exercises
- Pupils will learn about cyber bullying through Social, Personal and Health Education (SPHE), assemblies, friendship week activities and other curriculum projects
- Staff CPD (Continuous Professional Development) will assist in learning about current technologies
- Parents will be provided with information and advice on how to combat cyber bullying
- Pupils will sign an Acceptable Use of ICT (Information and Communication Technology) contract

- Parents will be expected to sign an Acceptable Use of ICT contract prior to enrolment and to discuss its meaning with their children
- Pupils and parents will be urged to report all incidents of cyber bullying to the school
- All reports of cyber bullying will be investigated, recorded, stored in the Principal's office and monitored regularly
- Procedures in our school Anti-bullying Policy shall apply
- The GARDAI will be contacted in cases of actual or suspected illegal content
- Pupils, parents and staff will be involved in reviewing and revising this policy and any related school procedure
- Staff will endeavour to identify signs of cyber bullying and 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 victim) and to advise them on reporting any incidents.
- Pupils are to adhere to Naul National School's mobile phone policy.
- Balbriggan Gardai School Liaison officer will be invited to come and speak to the pupils on cyber bullying.
- Teachers will dedicate a standalone lesson to deal with the issue of cyber bullying.
- Parents will be provided with information on cyber bullying.

## **INFORMATION FOR PUPILS:**

If you are being bullied by phone or on the Internet:

- Remember, bullying is never your fault. It can be stopped and it can usually be traced.
- Don't ignore the bullying. Tell someone you trust, such as a teacher or parent or call an advice line.
- Try to keep calm. If you are frightened, try to show it as little as possible. Don't get angry, it will only make the person bullying you more likely to continue.
- Don't give out your personal details online – if you are in a chat room, do not say where you live, the school you go to, your email address etc. All these things can help someone who wants to harm you to build up a picture about you.
- Keep and save any bullying emails, text messages or images. Then you can show them to a parent or teacher as evidence.
- If you can, make a note of the time and date bullying messages or images were sent, and note any details about the sender
- There is plenty of online advice on how to react to cyber bullying. For example, [ie.reachout.com](http://ie.reachout.com) and [www.wiredsafety.org](http://www.wiredsafety.org) have some useful tips.

### **Text/video messaging**

- You can easily stop receiving text messages for a while by turning-off incoming messages for a couple of days. This might stop the person texting you by making them believe you've changed your phone number
- If the bullying persists, you can change your phone number. Ask your mobile service provider about this.
- Don't reply to abusive or worrying text or video messages.
- Your mobile service provider will have a number for you to ring or text to report phone bullying. Visit their website for details.

- Don't delete messages from cyber bullies. You don't have to read them, but you should keep them as evidence.

## Abi Anti bullying

The school is following **the Abi Anti bullying procedures** which include:

At the beginning of term one all children are included into the **Care Programme** by engaging in an anti-bullying lesson across all classes.

- \_\_\_ Each student signs a Care promise and receives their Care Credit Card.
- \_\_\_ Modules are given on a monthly basis across all classes and simultaneously.
- \_\_\_ Each class creates a Care Corner where all Anti-Bullying messages, creative images and any other materials relating to the issue are posted and regularly refreshed.
- \_\_\_ An Anti-Bullying class survey can be rolled out to students once a term to measure the health of the class social climate.
- \_\_\_ At the end of each academic year each student will be awarded a Care Certificate in recognition of their caring behaviours throughout the year.
- \_\_\_ Abi Light intervention resources and methodology can be practised in the event of a 'hunch' of bullying issues.
- \_\_\_ Abi Deep intervention strategy can be used only in the event of a formal complaint of bullying behaviour from a parent of a specific child.

**Care Promise:** The children will sign a care promise at the start of every school year. This means they are promising to try to be more caring and not to be bullying in their behaviours or not to be part of the group that can see that there is bullying happening to someone but stays quiet about it.

**Care Credit Card:** The children will be given a Care Credit card with three Care credits. It is their task to try to keep the three Care Credits by being as caring as they can to everyone and not to use bullying behaviour. If it is discovered that a child has been using bullying behaviours towards someone, they may lose a Care Credit.

- When they lose one Care Credit it is just their teacher who will know about it.
- If they lose a second Care Credit, the parents and the principal will be told.
- The child can earn a lost Care Credit back within one month of losing it by being extra caring.

**Care Corner:** The Care Corner in each classroom is where children will put information about their Care Programme and where they will also stick up things that they have learned throughout the year.

This is to remind children about being caring.

**Care Book:** The children have a Care Book which is a very precious and special book. It is where we keep our Care Cards.

They will also put things we learn about Caring and Bullying Behaviours and if someone is discovered to have been using bullying behaviours they will use our Care Books to write about this.

The Care Books are their own private place for Caring.

## **Procedures for investigating and dealing with bullying.**

- (i) The primary aim for the relevant teacher 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);
- (ii) In investigating and dealing with bullying, the teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved;
- (iii) All reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher. 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;
- (iv) Non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners must be encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher;
- (v) Parents 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;
- (vi) It is very important that all involved (including each set of pupils and parents) understand the above approach from the outset;
- (vii) Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents;
- (viii) If a parent comes to a teacher over an alleged bullying issue, they will be asked to fill out the recording form.
- (ix) Incidents are generally best investigated outside the classroom situation to ensure the privacy of all involved;
- (x) 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; 31
- (xi) 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;
- (xii) 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;
- (xiii) Each member of a group should be supported through the possible pressures that they may face from the other members of the group after interview by the teacher;
- (xiv) It may also be appropriate or helpful to ask those involved to write down their account of the incident(s);
- (xv) The teacher will then meet privately with whoever may have been using bullying behaviours and will help that person to go through the Care Discussion Worksheet.

- (xvi) This person may then lose a Care Credit and will be given one month to earn it back.
- (xvii) In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parents 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 parents 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;
- (xviii) 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;
- (xix) 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;
- (xx) 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. This can have a therapeutic effect;
- (xxi) In cases where the relevant teacher considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour has occurred, it must be recorded by the relevant teacher in the recording template
- (xxii) (xix) 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; and
  - Any feedback received from the parties involved, their parents or the school Principal or Deputy Principal;
- (xx) 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 school's complaints procedures;
- (xxi) In the event that a parent has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parents of their right to make a complaint to the Ombudsman for Children.

### **Follow up:**

Follow up contact with the two parties may be organised to take place within one month of the investigation. The possible therapeutic effect of bringing together of victim and bully at a future date will be considered if the victim is ready and agreeable to do so.

Following any incident of bullying, the school recognises that issues relating to the prevention of bullying may need to be examined. This will involve exploration of suitable programmes with victims, bullies and their peers.



- If during the course of the investigation there are child protection concerns, the Children First Guidelines become relevant as does the schools Child Protection Policy.
- Information re: passed bullying issues will be passed on to new teacher the start of the school year.
- Where the school feels an individual needs specific support from outside agencies, a referral to NEPS will be considered.

### **Supervision and Monitoring of Pupils**

The board of management confirms that appropriate supervision and monitoring policies are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible.

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 harassment of pupils or staff on any of the following nine grounds specified o.e. gender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the travelling community.

This policy was adopted by the Board of Management on 15\_/04\_/2019

11. This policy has been made available to all school personnel and the parents association. A copy of this policy will be supplies to the Department of Education if requested.

12. This policy and its implementation will be reveiwd by the Board of Management once in every school year. A record of the review and its outcome will be made available if requested to the school patron and department of education. The Principal is required to report to the BOM once a term as to the number, if any, of reports that have been compiled and whether the matter has been compiled in accordance with this policy.

# Abi

## In Summary:

At the beginning of term one all children are inducted into the **Care Programme** by engaging in an Anti-Bullying Lesson across all classes.

- Each student signs a Care Promise and receives their Care Credit Card.
- Modules are given on a monthly basis across all classes and simultaneously.
- Each class creates a Care Corner where all Anti-Bullying messages, creative images and any other materials relating to the issue are posted and regularly refreshed.
- An Anti-Bullying class survey can be rolled out to students once a term to measure the health of the class social climate.
- At the end of each academic year each student will be awarded with a Care Certificate in recognition of their caring behaviours throughout the year.
- abi Light intervention resources and methodology can be practiced in the event of a ‘hunch’ of bullying issues.
- abi Deep intervention strategy can be used only in the event of a formal complaint of bullying behaviour from a parent of a specific child.

## Tips if you feel you are being bullied

- Try to stand up for yourself but never try to fight back in violence.
- Make sure you are standing tall, shoulders back and looking people straight in the face.
- Walk tall, make loud footsteps this lets people know that you own your own space.
- Give the people or person who you feel is bullying you the **‘you don’t bother me look’**.
- Plan some **‘you don’t bother me responses’** that make the person you feel is bullying you look foolish for behaving in a bullying way towards you.
- Stay cool, try to make sure you look as if the bullying behaviour isn’t bothering you at all.
- Talk to your friends and remind them what you have all learned about by-standing, people who are bullying and people who are being bullied. Try to make a plan together about how to begin to stand up instead of by-standing.
- If that doesn’t work tell someone you trust.
- If an adult is bullying you then look for help from another adult you can trust.
- Make a diary of everything that is happening to you with dates and times, be as clear as you can about the types of bullying that are happening to you.
- Ask your class teacher can you talk to them and decide if you need a parent or guardian with you, bring your diary with the dates and times of what has been happening you with you
- The class teacher will then begin to work with you and the group or class involved to resolve the problem.
- You don’t have to worry about the people you feel are bullying you being told about this.
- Your class teacher will work with your group to find out what the problem and will help the group to change the bullying cycle that has begun..

## abi Deep Intervention Care Procedure

The Care Procedure is a no-blame approach to dealing with formal disclosures, reports, complaints of bullying behaviour, class teachers work with their class group to support students to work together to

resolve bullying issues and to help students to understand their roles in any bullying issues which may have developed amongst them. It is a stepped procedure for dealing with specific disclosures of bullying behaviour by teachers, parents and students. It is underpinned by the concept of Bullying Behaviour as a Social Group phenomenon rather than a Bully/Victim phenomenon. .

#### **STEP ONE – CARE FORM**

For use in **formal disclosures/complaints** of a bullying nature by a parent towards a student by another student or group of students within the school to a class teacher a Care Form will be filled out by this person and the alleged victim of the bullying behaviour. As much detail as possible must be given, including dates, times and places where bullying behaviour may have taken place including names of any students who may have engaged in bullying behaviour.

#### **STEP TWO – AWARENESS RAISING LESSON & BULLYING BEHAVIOURS CLASS/GROUP WORKSHEET**

**This procedure may be done with either the class group or a specific group connected with the bullying cycle that had been identified .** Subject to the completion of the Recording Form the class teacher engages in a simple awareness raising Anti-Bullying Lesson with the class/group and reminds the class/group what bullying is by going through the Checklist of Bullying Behaviours. The class teacher will then distribute the Bullying Behaviours Class/Group Worksheet and begin to work with the students to help them understand what may be happening in their group and what role they may be playing. This worksheet can be pasted into the Care Book. Students are encouraged to write their feelings down in the Care Space.

The teacher will judge how much time needs to be given to this step, the worksheet can be resumed over a period of days if necessary. The anticipated outcome of this step would be that the student or students engaging in the bullying behaviour will actually admit to doing it and that the roles that students have been playing in the bullying cycle will become apparent through the group work.

#### **STEP THREE – CARE DISCUSSION WORKSHEET**

Students who have been identified as engaging in bullying behaviours or who have admitted that they have used bullying behaviour during the class/group workshop time will be invited for discussion with the class teacher at an appropriate time. This worksheet is designed to support the student/s in question to recognise where they have used bullying behaviours, how this has affected the victim of the behaviours and how to begin to **empathise** with the discomfort of the victim. The student/s in question will then forfeit a care credit from their care credit card and will be encouraged to begin to earn this credit back by being as caring as they possibly can towards their peers.

