Anti-Bullying Policy

1. Introduction

In accordance with the requirements of the Education (Welfare) Act 2000 and the Code of Behaviour guidelines issued by the NEWB (now part of Túsla – the Child and Family Agency), the Board of Management of Golden National School 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. Copies have been provided to all staff members, to the Parent Association and the policy is published on our website www.goldens.ie

2. Key Principles In Preventing and Tackling Bullying Behaviour

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) A positive school culture and climate which-

- o is welcoming of difference and diversity and is based on inclusivity;
- o encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
- o promotes respectful relationships across the school community;

(B) Effective leadership;

(C) A school-wide approach;

(D) A shared understanding of what bullying is and its impact;

(E) Implementation of education and prevention strategies (including awareness raising measures) that-

- o build empathy, respect and resilience in pupils; and
- o explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.

(F) Effective supervision and monitoring of pupils;

(G) Supports for staff

(H) Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies.

3. Definitions

"Bullying is unwanted negative behaviour, verbal, psychological or physical, conducted by an individual or group against another person(s) and which is repeated over time" – Anti – Bullying Procedures for Primary & Post Primary Schools - September 2013.

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 needs.

Isolated or once-off incidents of intentional negative behaviour, including 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.

Examples of bullying behaviours

General behaviours 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 - Intimidation - 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/You Tube or on games 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 Traveller 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 traveller background • Exclusion on the basis of any of the above
Relational	This involves manipulating relationships 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 recognise and defend themselves against bullying • Taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and social cues. • Mimicking a person's disability • Setting others up for ridicule

4. Procedures for dealing with incidents of Bullying

1) All parties are best advised to take a calm, unemotional problem-solving approach when dealing with incidents of bullying behaviour reported by pupils/staff or parents/guardians. Incidents are best investigated outside the classroom situation to avoid public humiliation of the victim or the pupil engaged in bullying. The aim of dealing with incidents of bullying is to restore good relationships between the different pupils /group/class.

2) Bullying incidents should be reported to the class teacher and/or supervising teacher for investigation. This reporting can be done by the pupils, parent, or friend.

3) Where alleged bullying has taken place, the investigating teacher, with a colleague present where possible, will investigate the '**What, Where, When, Who and Why** of the incident. The aim at this stage is to determine if the incident constitutes bullying in accordance with the school policy. The student who has experienced bullying will be interviewed separately from the pupil who is reported for bullying. The teacher investigating may also ask the pupil reporting and pupil being investigated to write down the 'what, where, when why of the incident[s).

4) The teacher will use **the Template for Recording Bullying Behaviour** to keep a factual written record of their discussion with those involved (see Appendix 1). This information will be securely recorded on the schools internal Aladdin database.

5) All reported incidents which are serious or are part of a pattern of behaviour will be noted, investigated, and treated as circumstances required.

6) All cases of bullying will **be reported to the principal.**

7) Reports of bullying behaviour on the way to and from school, will be investigated by the Principal. If it transpires that bullying has taken place, and meeting the criteria as outlined in the School's Anti Bullying policy, both the parents/guardians of the pupil(s) who reported the bullying and the pupil who is being investigated, will be informed about the incident(s) and the steps taken to resolve the issues reported

8) If bullying continues formal contact is made with parents of the pupils involved to discuss the incident and possible solutions. Minutes of the meeting are taken, and decisions are recorded.

9) If the incident involves the internet or social media, any relevant information, or posts (texts photos) must be removed.

Non-teaching staff such as SNA, secretary, caretakers, are encouraged to report any incidents of bullying behaviour witnesses by them, mentioned to them to the appropriate teaching member of staff. This will be recorded by filling in the school form.

In cases where bullying has been proven the school takes the follow actions:

Help and support will be sought for a bully. This will include speaking with them to discover why they became involved, informing their parents/guardians and continuing to work with them in order to modify their behaviour. The school code of behaviour applies to bullying. The bully will be helped to see things from the victims point of view. Sanctions as per the schools code of behaviour may be applied.

Help and support will be sought for a victim. They will be made aware that the school has dealt with the bullying behaviour, informing their parents/guardians and continuing to work with them to rebuild their self confidence and coping mechanisms.

Incidents of bullying will be used as opportunities for re-enforcing the anti-bullying policy and re-teaching aspects of the SPHE programme that apply. Follow-up meetings, where deemed appropriate may be arranged to assess progress and/or restore relationships.

The school will evaluate the effectiveness of the school policy – assessing regularly the level and type of bullying behaviour that may be happening in the school. Action will be taken as a result of these findings.

For cases of adult bullying the procedures, as outlined in the INTO / Management Bodies publication "Working Together - Procedures and Policies for Positive Staff Relations" will be followed.

5. Relevant Teachers For Investigating and Dealing With Bullying

The relevant teachers (refer to section 6.8.3. and 6.8.4 in the Procedures for more information) for investigating and dealing with bullying are as follows:
- Principal
- Deputy Principal
- All class teachers
- Special Education Teachers

The relevant teacher is usually the class teacher who becomes aware of the bullying behaviour or to whom the bullying is reported. It is important for teaching colleagues to establish at the outset who is the relevant teacher. This does not take away from the fact that all staff has a shared responsibility to ensure our pupils are safe.

6. Education & prevention of bullying strategies used by the school include:

1. Teaching definition of "what is bullying" to all pupils.
2. Creating an atmosphere of mutual respect and caring in our school community.
3. Teaching of S.P.H.E. programme.
4. Teaching of Stay Safe programme.
5. Teaching of R.S.E. programme and awareness and understanding of sexual diversity.
6. The use of "circle time".
7. The use of anti bullying posters.
8. Teaching of children on internet etiquette and safety guidelines while on the internet at home or in school.
9. The engaging of outside speakers to senior classes to facilitate a workshop on cyber bullying.
10. Inform parents via website of useful tips to combat bullying of all types.
11. When and where necessary to engage an outside mediator/counsellor to speak to the children.
12. Staff are encouraged to and have attended CPD (Continuous Professional Development) courses in the area of anti-bullying.

7. School's programme of support for working with pupils effected by Bullying

1. Teaching of S.P.H.E. programme.
2. Teaching of Stay Safe programme.
3. Teaching of R.S.E. programme and awareness and understanding of sexual diversity.
4. The use of "circle time".
5. Teaching of children an internet etiquette and stay guidelines while on the internet at home or in school.
6. The engaging of outside speakers to senior classes to facilitate a workshop on cyber bullying.
7. Inform parents via website and /or newsletter of useful tips to combat bullying of all types.
8. When and where necessary to engage an outside mediator/counsellor to speak to the children. .

8. Supervision & 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 Harrassment

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.
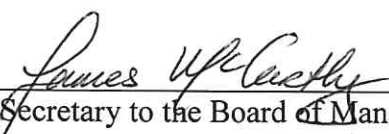
10. Dissemination

This policy has been made available to school personnel, published on the school website and provided to the Parent Association. A copy of this policy will be made available to the Department and the patron if requested. This policy is cognisant of innocent parties at all times throughout any investigation.

11. Review

This policy and its implementation will be reviewed by the Board of Management once in every term during the school year. Notification that the review has been completed will be published on the school website and provided to the Parent Association. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed _____   Date _09/06/22_
Chairperson, Board of Management

Signed _____   Date _09/06/22_
Principal/Secretary to the Board of Management

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 (tick relevant boxes)

Pupil concerned	
Other pupil	
Parent	
Teacher	
Other	

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

Classroom	
Playground	
Corridor	
Toilets	
Other	

5. Name of person(s) who reported the bullying concern

6. Type of Bullying Behaviour (tick relevant box(es)) *

Physical aggression	
Damage to Property	
Isolation/Exclusion	
Name Calling	
Cyber bullying	
Intimidation	
Malicious gossip	
Other	

7. *Where behaviour is regarded as identity-based bullying, indicate the relevant category:*

Homophobic	
Disability/SEN related	
Racist	
Member of travelling community	
Other	

8. *Brief Description of bullying behaviour and its impact*

9. *Details of actions taken*

Signed: _____ **(Relevant Teacher)**

Date: _____