

Monaleen N.S. 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 Monaleen_National School has adopted the following anti-bullying policy within the framework of the school's overall code of behaviour. This policy was updated in August 2014 and 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) A positive school culture and climate which

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-

effective supervision and monitoring of pupils;

(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); and

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

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

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;

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:

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.

The list of examples below is non exhaustive, and the school may amend it during the yearly review.

Examples of bullying behaviours

General behaviours which apply to all types of bullying

deliberate exclusion, malicious gossip and other forms of relational bullying,

cyber-bullying and

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

2

A combination of any of the types listed.

Cyber

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

Threats

Race, nationality, ethnic background and membership of the Traveller community

Exclusion on the basis of any of the above

Relational

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

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

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

Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious

beliefs, ethnic or traveller background

Malicious gossip

Isolation & exclusion

Ignoring

Excluding from the group

Taking someone's friends away

“Bitching”

3

Use or terminology such as ‘nerd’ in a derogatory way Sexual Harassment

Special Educational Needs, Disability

Setting others up for ridicule

4. The relevant teachers for investigating and dealing with bullying are as follows: (see Section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary Schools):

6.8.3. In these procedures, the members of teaching staff who has responsibility for investigating and dealing with bullying is referred to as the relevant teacher. At primary level the relevant teacher will normally be the class teacher.

6.8.4. It is not necessary to specify the relevant teachers by name in the policy so long as it is sufficiently clear to all which teachers in the school have this responsibility.

The Relevant Teachers in this school are:

All members of the teaching staff along with the Principal and Deputy Principal.

5. The education and prevention strategies (including strategies specifically aimed at cyber-bullying, 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):

Sample Education and prevention strategies

School-wide approach

A school-wide approach to the fostering of respect for all members of the school community.

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

Spreading rumours

Breaking confidence

Talking loud enough so that the victim can hear

The “look”

Unwelcome or inappropriate sexual comments or touching

The promotion of the value of diversity to address issues of prejudice and stereotyping, and highlight the unacceptability of bullying behaviour.

The fostering and enhancing of the self-esteem of all our pupils through both curricular and extracurricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.

Whole staff professional development on bullying to ensure that all staff develops an awareness of what bullying is, how it impacts on pupils' lives and the need to respond to it- prevention and intervention.

An annual audit of professional development needs with a view to assessing staff requirements through internal staff knowledge/expertise and external sources

Professional development with specific focus on the training of the relevant teachers

School wide awareness raising and training on all aspects of bullying, to include pupils, parent(s)/guardian(s) and the wider school community.

Supervision and monitoring of classrooms, corridors, school grounds, school tours and extra-curricular activities. Non-teaching 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.

Involvement of all students in contributing to a safe school environment e.g. Buddy system, mentoring, Lunchtime Pals and other student support activities that can help to support pupils and encourage a culture of peer respect and support.

Development and promotion of an Anti-Bullying code for the school-to be included in student journals from September 2014 and displayed publicly in classrooms and in common areas of the school.

The school's anti-bullying policy is discussed with pupils and all parent(s)/guardian(s)s are given a copy as part of the Code of Behaviour of the school every year.

The implementation of regular (e.g. per year/per term/per month/per week) whole school awareness measures e.g. a dedicated notice board in the school and classrooms on the promotion of friendship, and bullying prevention; annual Friendship Week and parent(s)/guardian(s) seminars; annual or term or monthly student surveys; regular school or year group assemblies by Principal, Deputy Principal, etc.

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.:

- o Direct approach to teacher at an appropriate time, for example after class.
- o Hand note up with homework.
- o Make a phone call to the school or to a trusted teacher in the school.
- o Anti-bully or Niggle box or suggestion box.
- o Get a parent(s)/guardian(s) or friend to tell on your behalf.
- o Administer a confidential questionnaire once a term to all pupils.
- o Ensure bystanders understand the importance of telling if they witness or

know that bullying is taking place.

Identify clear protocols to encourage parent(s)/guardian(s) to approach the school if they suspect that their child is being bullied. The protocol should be developed in consultation with parents.

The continuous monitoring of the Acceptable Use Policy in the school to ensure that the access to technology within the school is strictly monitored, as is the pupils' use of mobile phones.

List school policies, practices and activities that are particularly relevant to bullying, e.g. Code of Behaviour, Child Protection Policy, Supervision of pupils, Acceptable Use policy, Attendance, Sporting activities.

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):

Implementation of curriculum

The full implementation of the SPHE Curriculum , the RSE and Stay Safe Programmes.

School wide delivery of lessons on bullying from evidence based programmes, eg Stay Safe Programme, The Walk Tall Programme.

School wide delivery of lessons on Relational aggression, Cyber Bullying (Be Safe-, Web wise Primary teachers' resources), Homophobic and Transphobic Bullying (Growing up LGBT, Stand Up Programme, The Trust pack)Diversity and Interculturalism, Yellow Flag Programme available on racism. The S.P.H.E programme and Friends for life programme.

Delivery of the Garda SPHE Programmes . These lessons, delivered by Community Gardai, cover issues around personal safety and cyber-bullying

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.

The school will implement the advice in "Sexual Orientation advice for schools" (RSE Primary, see booklet).

Links to other policies

Continuous Professional Development for staff in delivering these programmes.

6.8.9. Procedures for Investigating and Dealing with Bullying

The primary aim 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);

The school's procedures must be consistent with the following approach. Every effort will be made to ensure that all involved (including pupils, parent(s)/guardian(s)) understand this approach from the outset.

Reporting bullying behaviour

Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher;

Investigating and dealing with incidents: Style of approach (see section 6.8.9)

Any pupil or parent(s)/guardian(s) may bring a bullying incident to any teacher in the school.

All reports, including anonymous reports of bullying, will be investigated and dealt with by the relevant teacher.

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;

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

Teachers should take a calm, unemotional problem-solving approach.

7

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;

Follow up and recording

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.

Recording of bullying behaviour

It is imperative that all recording of bullying incidents must be done in an objective and factual manner.

The school's procedures for noting and reporting bullying behaviour are as follows:

Informal- pre-determination that bullying has occurred

The relevant teacher must inform the principal of all incidents being investigated.

Formal Stage 1-determination that bullying has occurred

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;

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; -Any feedback received from the parties involved, their parent(s)/guardian(s) or the school Principal or Deputy Principal

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.

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.

All staff must keep a written record of any incidents witnessed by them or notified to them.

Consideration needs to be given to where the records will be made e.g. incident book. All incidents must be reported to the relevant teacher

While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher must keep a written record of the reports, the actions taken and any discussions with those involved regarding same

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.

The school in consultation with the relevant teacher/s should develop a protocol for the

storage of all records retained by the relevant teacher.

Formal Stage 2-Appendix 3 (From DES Procedures) The relevant teacher must use the recording template at Appendix 3 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) 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

When the recording template is used, it must be retained by the relevant teacher in question and a copy maintained by the Principal. The relevant teacher maintains the templates until he/she is satisfied that the issue is resolved. It can then be filed in a special filing cabinet and retained for ten years in accordance with Data Protection

Established intervention strategies

Implementing sociogram questionnaires

7. The school's programme of support for working with pupils affected by bullying is as follows (see Section 6.8.16 of the Anti-Bullying Procedures for Primary and Post-Primary Schools) :

Teacher interviews with all pupils

Negotiating agreements between pupils and following these up by monitoring progress. This can be on an informal basis or implemented through a more structured mediation process

Working with parent(s)/guardian(s) to support school interventions

Circle Time

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

- Group work such as circle time

If pupils require counselling the school will advise parents/ guardians on how to access

The school has an acceptable use policy and

o All Internet sessions supervised by a teacher o The school regularly monitor pupils' Internet usage. o Pupils been instructed to use only approved class accounts for email purposes and to use these only under teacher supervision.

Pupils been instructed to access only those chat rooms, discussion forums and messaging or other electronic communication fora that have been approved by the school. (Note that the Schools Broadband Programme has blocked all social networking sites on the basis that they waste time and take up too much of the bandwidth which is been provided for educational purposes only).

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

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.

The school's supervision policy has been recently updated. Supervision begins at 8:50 each day. There are a minimum of five teachers on duty each morning. The junior part of the school goes on first break at 10:45-11:00 each day. Each class grouping is given its own play area and there are four teachers and four S.N.A.'s on duty at this time as well as the Deputy Principal. The junior side of the school has its main break from 12:30 to 1:00. each day. There are four teachers, two S.N.A's as well as the deputy principal and an assistant principal on duty during this break. The older children take the later breaks and there are three teachers on duty on each of the senior breaks. Teachers supervise the play ground at 2:40 each day also. Children are supervised in their classrooms on wet days.

The school has installed locks on the main exit doors. All visitors must report to the Secretary's office.

Children have to signed out if leaving during the school day. If they return before school's end they have to be signed back in again.

All members of staff are aware that bullying can occur at any time and in any part of the school and are therefore particularly vigilant throughout the day.

All members of staff have a duty of care towards all pupils and every effort is made to create a positive school climate.

Time will be spent on developing a positive school culture in all classes. L.S./ R.T. will reinforce the R.S.E. lessons being taught by the class teachers.

Children are encouraged to go in pairs on all messages etc.

same. This may be for the pupil affected by bullying or involved in the bullying behaviour.

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.

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

11. This policy has been made available to school personnel, published on the school website and provided to the Parents' Association . A copy of this policy will be made available to the Department and the patron if requested.

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 to school personnel, published on the school website 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: _____ Signed: _____

(Chairperson of Board of Management) (Principal)

Date: _____ Date: _____

Date of next review: _____

Appendix 2: Practical tips for building a positive school culture and climate

The following are some practical tips for immediate actions that can be taken to help build a positive school culture and climate and to help prevent and tackle bullying behaviour.

Model respectful behaviour to all members of the school community at all times.

Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.

Display key respect messages in classrooms, in assembly areas and around the school.

Involve pupils in the development of these messages.

Catch them being good - notice and acknowledge desired respectful behaviour by providing positive attention.

Consistently tackle the use of discriminatory and derogatory language in the school – this includes homophobic and racist language and language that is belittling of pupils with a disability or SEN.

Give constructive feedback to pupils when respectful behaviour and respectful language are absent.

Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.

Explicitly teach pupils about the appropriate use of social media.

Positively encourage pupils to comply with the school rules on mobile phone and internet use.

Follow up and follow through with pupils who ignore the rules.

Actively involve parents and/or the Parents' Association in awareness raising campaigns around social media.

Actively promote the right of every member of the school community to be safe and secure in school.

Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas.

All staff can actively watch out for signs of bullying behaviour.

Ensure there is adequate playground/school yard/outdoor supervision.

School staff can get pupils to help them to identify bullying “hot spots” and “hot times” for bullying in the school.

o Hot spots tend to be in the playground/school yard/outdoor areas, changing

rooms, corridors and other areas of unstructured supervision. o Hot times again tend to be times where there is less structured supervision such as when

pupils are in the playground/school yard or moving classrooms.

Support the establishment and work of student councils.

12

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))*

4. Location of incidents (tick relevant box(es))* Pupil concerned Playground Other Pupil Classroom Parent Corridor
Teacher Toilets Other 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 Trav-

eller 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.

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 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?

Signed _____ Date _____ Chairperson, Board of Management

Signed _____ Date _____ Principal

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

To: _____

The Board of Management of _____ wishes to inform you that:

o The Board of Management’s annual review of the school’s anti-bullying policy and its implementation was completed at the Board meeting of _____ [date].

o 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 _____ Date _____ Chairperson, Board of Management

Signed _____ Date _____ Principal

