



Polasai Frithbhulaiochta

Anti-bullying policy

Méan Fómhair 2022

(Bearla)

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 Gaelscoil Thromaire 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.

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

- A positive school culture and climate (appendix 1) which is welcoming of difference and diversity and is based on inclusivity
- Encourage 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

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

build empathy, respect and resilience in pupils

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

effective supervision and monitoring of pupils

- Effective supervision and monitoring of pupils

- Supports for staff

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

- On-going evaluation of the effectiveness of the anti-bullying policy

3 In accordance with the *Anti-bullying Procedures for Primary and Post-Primary Schools* bullying is defined as follows:

Bullying is unwanted negative behaviour, verbal, psychological or physical conducted, by an individual or group against another person (or persons) and which is repeated over time.

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.

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*.

4 The relevant teacher(s) for investigating and dealing with bullying is (are) as follows:

Class teacher(s) initially

Principal thereafter if necessary.

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:

- 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 of bullying to ensure that all staff develops and awareness of what bullying is, how it impacts on pupil's lives and the need to respond to it - preventions and intervention.
- Professional development with specific focus on the training of the relevant teacher(s)
- School wide awareness rising and training on all aspects of bullying, to include pupils, parents/guardians and the wider school community
- Supervision and monitoring of classrooms, corridors, school grounds, school tours and extra report issues to relevant teachers. Supervision will also apply to monitoring student use of communication technology within the school.

- Involvement of the upper classes in contributing to a safe school environment e.g. Buddy system, mentoring, lunchtimes pals and other students support activities that can help to support pupils and encourage a culture of peer respect and support.
- Development and promotion of Anti-Bullying code for the school – displayed publicly in classrooms and in common areas of the school
- The school’s anti-bullying policy is discussed with pupils and all parents/guardians and is readily available on school website.
- The implementation of regular whole school awareness measure e.g. a dedication poster in the school and classrooms on the promotion of friendship and bullying prevention, annual Friendship Week and parents/guardian seminars, student surveys, regular school or assemblies by principal
- 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 then they report incidents of bullying they are not considered to be telling tales but are behaving responsibly.
- Ensuring that pupils know who to tell and how to tell e.g. direct approach to teacher or an appropriate time, for example after class. Hand note up with homework. Anti-bully or Niggle box, get a parents/guardians or friend to tell on your behalf, administer a confidential questionnaire once a term to pupils, ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- Parents/guardians are encouraged to approach the class teacher if they suspect that their child is being bullied. If they are unhappy with how the behaviour is being dealt with, they should then follow the protocol as laid out in the school’s parent/staff communication policy.
- The school has an Acceptable Use Policy in the school to include the necessary steps to ensure that the access to technology with the school is strictly monitored. Mobile phones are not allowed.

Implementation of curricula.

The full implementation of the SPHE curriculum and the RSE and Stay Safe Programmes

Continuous Professional Development for staff in delivering these programmes

School Wide delivery of lessons on bullying from evidence based programmes, e.g. Stay Safe Programme, The Walk Tall Programme

Links to other policies

Other school policies relevant to bullying include the Code of Behaviour, Child Protection Policy, Supervision of Pupils, Acceptable Use Policy, Attendance, etc.

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:

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 in practicable, the relationship 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

- Any pupils 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
- Teaching and non-teaching staff such as secretaries, special needs assistants (SNA's), bus escorts, caretakers, cleaners must report any incidents

of bullying behaviour witnessed by the, or mentioned to them, to the relevant teacher.

Investigating and dealing with incidents:

- Investigating and dealing with bullying, the (relevant) teacher will exercise his/her professional judgement to determine whether bullying as occurred and how best the situation might be resolved
- Parents(s)/guardian(s) and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible.
- Teachers should take a calm, unemotional problem-solving approach
- Where possible incidents should be investigated outside the classroom situation to ensure the privacy of all involved.
- All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way.
- When analysing incidents of bullying behaviour, the relevant teacher should seek answers to question of what, where, when who and why. This should be done in 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 a 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 for the other members of the group after the interview by the teacher. It may also be appropriate or helpful to ask those involved to write down their account of the incident(s)
- In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parent(s)/guardian(s) of the parties involved should be contacted at an early stage to inform them of the matter

and explain the actions being taken (by reference to the school policy). The school should give parent(s)/guardian(s) an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports provided to the pupils

- Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to him/her how he/she is in breach of the school's anti-bullying policy and efforts should be made to try and get him/her to see the situation from the perspective of the pupil being bullied
- 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 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.

- 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 the parent(s)/guardian(s) of 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

- All staff must keep a written record of any incidents witnessed by them or notified to them. Each teacher will have his/her own incidents book in the classroom. 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
- The relevant teacher must inform the principal of all incidents being investigated.

Formal

- 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 relevant teacher must use the recording template at **Appendix 2** to record the bullying behaviour in the following circumstances:

When the recording template is used, it must be retained by the relevant teacher in question and a copy maintained by the principal in the office.

Established intervention strategies

- 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
- No Blame Approach (pupil behaviour promise)
- Circle Time
- Mediation
- Restorative conferencing
- Implementing questionnaires
- The traditional disciplinary approach
- Strengthening the victim

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

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.

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 in February 2020

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 (Appendix 4). Written notification that the review has been completed will be made available to school personnel. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Appendix 1: Practical tips for building a positive school culture and climate

- Model respectful behaviour to all members of the school community at all time.
- 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 of 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
- 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 year/outdoor supervision
- School staff can get pupils to help them to identify bullying 'hot sports' and 'hot times' for bullying in the school
- Hot sports tend to be in the playground/school ear/outdoor areas, changing rooms, corridors and areas of unstructured supervision.
- 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.

Appendix 2: Examples of bullying behaviours

<p>General behaviour which applies to all types of bullying</p>	<p>Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc.</p> <ul style="list-style-type: none"> ● 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.
<p>Cyber</p>	<ul style="list-style-type: none"> ● Denigration: Spreading rumours, 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

	<ul style="list-style-type: none"> ● 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, relation, age, disability, race and membership of the Traveller Community).

Homophobic and Transgender	<p>Spreading rumours about a person's sexual orientation</p> <ul style="list-style-type: none"> ● Taunting a person of a different sexual orientation <p>Name calling e.g. Gay, queer lesbian ... used in a derogatory manner</p> <ul style="list-style-type: none"> ● Physical intimidation or attacks ● Threats
Race, nationality, ethnic, background and membership of the Traveller Community	<ul style="list-style-type: none"> ● 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	<p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"> ● Malicious gossip ● Isolation and exclusion ignoring ● Excluding from the group ● Taking someone's friends away

	<ul style="list-style-type: none"> ● 'Bitching' ● Spreading rumours ● Breaking confidence ● Talking loud enough so that the victim can hear ● The 'look' ● Use of terminology such as 'nerd' in a derogatory way
Sexual	<ul style="list-style-type: none"> ● Unwelcome or inappropriate sexual comments or touching ● Harassment
Special Educational Needs, Disability	<ul style="list-style-type: none"> ● 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

Cuntas bhulaíochta / Incident report form

Appendix 3

- 1 Ainm an dalta a bhfuil bulaíocht á dhéanamh air/uirthi agus a rang ghrupa/name of pupil being bullied/class

Ainm _____

Rang _____

- 2 Ainm (neacha) agus rang(anna) an dalta/na ndaltái ata ag gabháil d'iompar bulaíochta/name and class of pupils involved in bullying behaviour
- 3 An t-iompar is ábhar buartha/imní) Source of bullying concern)
- 4 An áit ar tharla an teagmhas/na teagmhais
(location of incident)
- 5 Ainm an té/na ndaoine a thuairiscigh an t-údar inní bullaíochta/persons who reported bullying
- 6 Cineál an iompair bhulaíochta / type of bullying behaviour

Ionsaitheacht Fhisiciúil / physical aggression		Cibearbhulaíocht/cyber bullying	
Dochar do mhaoin / damage to property		Imeaglú / Intimidation	
Aonrú/Eisiamh/Isolation/exclusion		Cúlchaint mhailíseach / malicious gossip	
Ainmneacha maslacha a thabairt ar dhuine / name calling		Eile (tabhair do thuairim) other	

7 I gcás iompair a bhfeachtar air mar bhulaíocht bunaithe ar aitheantas, tabhair an chatagóir lena mbaineann / Identity based bullying

Homafóbach Homophobic	Míchumas/bainteach le riachtanais speisialta oideachais/disability	Ciníoch/racist	Ballraíocht den Lucht Siúl / travelling community	Eile
--------------------------	---	----------------	--	------

8 Cur síos gairid ar an iompar bulaíochta agus ar a thionchar / Description of bullying behaviour and impact

9 Gníomhaíocht Cine / Actions taken

10 Aon eolas eile cuí / Other relevant information

Sínithe _____ (Múinteoir Ranga)

Dáta _____

Sínithe _____ (Príomhoide)

Dáta _____

Appendix 4:

Check list 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 staffs are sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day to today work?	
Has the Board ensured that he policy has been adequately communicated to all pupils?	
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 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 required further improvement?	
Has the Board put in place an action plan to address any areas for improvement?	

Aisling Ní Nualláin

Chairperson, Board of Management

Áine Mhic Aodha Bhúí

Principal