



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 Summerhill Primary School 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 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 positive school culture and climate which:
 - 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
 - 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, respect and resilience in pupils and
 - explicitly address the issues of cyber-bullying and identity-based bullying including homophobic and transphobic bullying.
 - 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 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 **private** 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.

Examples of Bullying behaviour, this is a non-exhaustive list and the examples given act as a guideline but not as a definitive list of examples of bullying:

<p>General behaviours which apply to all types of bullying</p>	<ul style="list-style-type: none"> • Harassment based on any of the nine grounds in the equality legislation: Gender, Civil status, Family status, Sexual orientation, Religion, Age, Disability, Race, Membership of the Traveller community. • Physical aggression • Verbal aggression • Damage to another person’s property • Name calling • Jeering or jokes at another’s expense • 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 • Insulting or intimidating looks • Invasion of personal space • A combination of any of the types listed.
<p>Cyber Bullying</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



	<ul style="list-style-type: none"> ● 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
<p>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).</p>	<p>Homophobic and Transgender</p> <ul style="list-style-type: none"> ● 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 <p>Race, nationality, ethnic background and membership of the Traveller community</p> <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
<p>Relational Bullying</p>	<p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"> ● Malicious gossip ● Isolation & exclusion ● Ignoring ● Taking someone’s friends away ● Bad-mouthing ● Spreading rumours ● Breaking confidence ● Talking loud enough so that the victim can hear ● Intimidating looks ● Use or terminology in a derogatory way
<p>Sexual Bullying</p>	<ul style="list-style-type: none"> ● Unwelcome or inappropriate sexual comments or touching ● Harassment



<p>Special Educational Needs, Disability</p>	<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
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4. The education and bullying prevention strategies that will be used by the school are as follows:

- Class routines and rules
- All school staff will regularly remind the children about the importance of including each other in games
- Supervision and monitoring of classrooms, corridors, school grounds, school tours and extra-curricular activities
- The School Code of Discipline
- Stay Safe Programme
- SPHE Programme
- Walk Tall Programme
- RSE Programme
- Anti-Bullying signs throughout the school (e.g. Prim Ed Anti Bullying posters)
- Education about being safe online
- Policy for internet use in the school
- Policy for mobile phone use in the school
- Presentations by local Community Gardaí and other relevant personnel dealing with anti-bullying issues
- Information for Parents on Awareness and Prevention of Cyber Bullying
- The school's anti-bullying policy must be made available to school personnel and published on the school website.

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

The class teacher, support teacher or the teacher on duty (if the incident occurs in the yard) will investigate and deal with the incident in the first incidence. If the incident is discovered by a SNA, the SNA should report to the relevant class teacher. The class teacher shall makes notes regarding the incident. If the class teacher believes that the incident may constitute bullying, (s)he will inform the Principal. A meeting will take place to decide if the behaviour does indeed constitute bullying, as per this policy. Present at this meeting will be: the Principal, relevant teacher(s), SNA.



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:

- The primary aim for the Principal/teachers 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.
- In investigating and dealing with bullying, the Principal / teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved.
- The Principal and teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents.
- Incidents are generally best investigated outside the classroom situation to ensure the privacy of all involved. However, in certain instances, it may be appropriate to speak to the whole class, if for example, a large group of children have been involved in, or affected by, bullying behaviour.
- 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.

Reporting bullying behaviour in Summerhill Primary School:

- Any pupil or parent(s)/guardian(s) may bring a bullying incident to any teacher in the school.
- Non-teaching staff such as secretaries, special needs assistants (SNAs), bus drivers, cleaners must be encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher.
- All reports, including anonymous reports of bullying, will be investigated and dealt with by the relevant teacher and reported to the DLP and the procedures as set out under the child protection act will be followed.

Recording bullying behaviour in Summerhill Primary School:

- Informal Note Taking – pre-determination that bullying has occurred
All staff must keep a written record of any incidents witnessed by them or notified to them.
- Formal – determination that bullying has occurred
When it is clear to the relevant teacher that an incident of bullying has taken place this must be logged by the class teacher and the written report must be copied to the Principal.
Incidents of bullying which have not been adequately and appropriately addressed within 20 school days will be recorded by the class teacher on the recording template (attached Appendix 1) and be filed in the principal's office.



Procedure for Dealing with Alleged Bullying Behaviour:

- When an incident of alleged bullying has been reported, the relevant teacher will hold an interview with the alleged bully and victim separately, seeking answers to open ended questions: 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. The teacher will make informal notes of these conversations and will inform the Principal that the conversations have taken place.
- Following these interviews the teacher and the Principal will exercise their professional judgement to determine whether bullying has occurred.
- If a group is involved, each member should be interviewed individually at first where possible. 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.
- Those involved may be asked to write down their account of the incident.
- In cases where it has been determined by the Principal and relevant teacher that bullying behaviour has occurred, the parent(s)/guardian(s) of the parties involved will be contacted at an early stage to inform them of the matter and explain the actions being taken.
- Where the Principal / teacher have determined that a pupil has engaged in bullying behaviour, it will be made clear to him/her how he/she is in breach of the school's anti-bullying policy and Code of Discipline. Efforts will be made to illustrate the situation from the perspective of the pupil being bullied.
- It will be explained to the alleged bully how hurtful their behaviour is and attempts will be made to encourage them to empathise with the alleged victim. The practice of Restorative Justice may be implemented. The pupil is asked to sign a contract or enter a promise that the bullying will stop.
- Parents/guardians 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.



Repeated Bullying:

Where a pupil has been found to be engaged in bullying behaviour, has formally promised to stop and has broken that promise, any of the following sanctions may be imposed:

- Parent(s)/guardian(s) may be contacted by the Principal and informed of the nature and extent of the bullying behaviour with a view to agreeing a strategy to end the bullying behaviour.
- Parent(s)/guardian(s) may be invited to a meeting with the relevant teacher and the Principal and the pupil may be suspended from school.
- The case may be referred to the Board of Management for decision, which may result in suspension or permanent exclusion from the school.

The Board of Management:

At every Board of Management meeting, the Principal will provide, as part of her Principal's Report to the BOM, an account of the number of Bullying cases reported to the Principal since the previous Board Meeting. The report will also include an account of the procedures used to handle these cases of bullying.

The Principal will also present a Child Safeguarding Oversight Report to the Board at each Board Meeting. This will include bullying cases which raised possible child safeguarding issues and whether or not these cases were reported to TUSLA.

Complaints Procedure for Parents:

Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the principal will agree to meet the parents and should the parents remain unsatisfied with the schools interventions they are referred to the Complaints Procedure for Parents.

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

Victims:

- Pupils who have been bullied will be constantly monitored and minded by all staff.
- They will be afforded, where necessary, and by agreement with their parents, individual lessons to equip them with strategies to build resilience and to promote self-esteem.
- Circle Time.
- Buddy system.
- Where deemed necessary, the child in consultation with parents may be referred for counselling.
- The advice of NEPS, or other external agencies, will be sought where necessary.

Bullies:

- Pupils who have engaged in bullying behaviour will also be constantly monitored by all staff.
- They may be afforded individual sessions to help them understand the situation from the perspective of the pupil being bullied.



- Where deemed necessary, the child in consultation with parents may be referred for counselling. They may need to learn other ways of meeting their needs without violating the rights of others.

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. Please refer to the School Policy on Supervision of Pupils.

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 made available to the parent body. 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 Parent body . A record of the review and its outcome will be made available, if requested, to the patron and the Department. A template to be used for this review is can be found in Appendix 2.

Signed: _____
Chairperson of BOM

Signed: _____
Principal

Date: _____

Date: _____



Template for recording bullying behaviour

(Appendix 3, 0045/2013)

1. Name of pupil being bullied and class group

Name _____ Class _____

2. Name(s) and class(es) of pupil(s) engaged in bullying behaviour

3. Source of bullying concern/report (tick relevant box(es))*

Pupil concerned	<input type="checkbox"/>
Other Pupil	<input type="checkbox"/>
Parent	<input type="checkbox"/>
Teacher	<input type="checkbox"/>
SNA	<input type="checkbox"/>
Other	<input type="checkbox"/>

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

Playground	<input type="checkbox"/>
Classroom	<input type="checkbox"/>
Corridor	<input type="checkbox"/>
Toilets	<input type="checkbox"/>
Assembly Hall	<input type="checkbox"/>
School Bus	<input type="checkbox"/>
Other	<input type="checkbox"/>

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

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

Physical Aggression	<input type="checkbox"/>	Cyber-bullying	<input type="checkbox"/>
Damage to Property	<input type="checkbox"/>	Intimidation / Threatening	<input type="checkbox"/>
Isolation/Exclusion	<input type="checkbox"/>	Malicious Gossip	<input type="checkbox"/>
Name Calling	<input type="checkbox"/>	Other (specify)	<input type="checkbox"/>

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

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)



8. Brief Description of bullying behaviour and its impact

9. Details of actions taken

Signed _____
(Relevant Teacher or SNA)

Date _____

Date submitted to Principal/Deputy Principal _____



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 <i>Anti-Bullying Procedures for Primary and Post-Primary Schools</i> ?	
Does the Anti-Bullying Policy adequately reflect the requirements of the Children First Act 2015, Children First: National Guidance for the Protection and Welfare of Children 2017 and the Child Protection Procedures for Primary and Post Primary Schools 2017?	
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 _____
 Chairperson, Board of Management

Date _____

Signed _____
 Principal

Date _____



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:

- 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].
- 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 _____
Chairperson, Board of Management

Date _____

Signed _____
Principal

Date _____