



Scoil Chroí Mhuire  
Gan Smál Sinsear

**Belmullet Senior NS**  
**Roll no.17727T**

### **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 Belmullet Senior N.S 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 of Belmullet Senior N.S 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 (See Appendix 1) 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; involves collaboration among and between staff & pupils and promotes respectful relationships across the school community.
- Effective leadership
- A school-wide approach
- A shared understanding of what bullying is and its impact
- Implementation of education and prevention strategies (including awareness raising measures) that build empathy, respect and resilience in pupils and explicitly address the issues of cyber-

bullying and identity-based bullying including in particular, homophobic and transphobic bullying

- Effective supervision and monitoring of pupils
- Supports for staff
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies) and ongoing 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:

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 do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's code of 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 and appears as Appendix 2 of this document.

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

The class teacher(s) initially

- Múinteoir Dawn for Rang a Dó
- Múinteoir Sharon for Rang a Trí
- Múinteoir Mick for Rang a Ceathair
- Múinteoir Ciara for Rang a Cúig
- Múinteoir Carol for Rang a Sé

('At primary level, the relevant teacher will normally be the class teacher'. Procedures 6.8.3)

The principal or Deputy Principal thereafter if necessary

Múinteoir Carol  
Múinteoir Assumpta

In the event that the class teacher is on short term leave Múinteoir Assumpta will investigate and deal with the bullying behaviour.

5. The following **education and prevention strategies**, at the appropriate and relevant level for each class, will be used by the school:

- Each classroom to create their own classroom rules and plan a lesson based on this at the beginning of the year with the help of the Walk Tall Programme.
- The rules will be displayed in each classroom.
- Supervision is constant.
- Parental input is welcomed. Parents are asked to make an appointment through the school secretary to meet with the class teacher.
- An annual anti-bullying week in November to promote awareness of bullying and its effects.
- The use of oral language lessons to facilitate discussion on bullying e.g. circle time.
- Speakers from various agencies to speak on bullying and internet safety issues.

- A cara clós procedure may be used in the school yard to promote positive relationships.
- Use of telephones in classroom.
- Incident box on the corridor to encourage pupils to tell - reminding them that we are a telling school.
- Non-teaching staff such as sna's, secretaries, caretakers, cleaners are encouraged to report any incidents of bullying behaviour witnessed by them, to the appropriate member of staff. Incidents will only be investigated by relevant teacher(s).
- Prevention and awareness raising measures across all aspects of bullying and involves strategies to engage pupils in addressing problems when they arise. In particular, such strategies need to build empathy, respect and resilience in pupils
- Provide pupils with opportunities to develop a positive sense of self-worth
- Prevention and awareness raising measures focusing on cyber-bullying by educating pupils on appropriate online behaviour, how to stay safe while online
- Teachers can influence attitudes to bullying behaviour in a positive manner
- There are a number of curriculum components and programmes which are particularly relevant to the prevention of bullying and the promotion of respect for diversity and inclusiveness. The SPHE curriculum makes specific provision for exploring bullying as well as the inter-related areas of belonging and integrating, communication, conflict, friendship, personal safety and relationships. The Walk Tall ,Stay Safe & RSE programmes at primary level are personal safety skills programmes which seek to enhance children's self-protection skills including their ability to recognise and cope with bullying. Various other social, health and media education programmes

can further help to address the problem of bullying behaviour. E.g Incredible Years and Friends First.

- The work could be extended into many other areas such as Art, Drama, Religious Education, and Physical Education. Co-operation and group enterprise can be promoted through team sports, school clubs and societies as well as through practical subjects
- Sporting activities in particular can provide excellent opportunities for channelling and learning how to control aggression.
- Taking part is always emphasised as being more important than winning.

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 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). With this in mind the schools procedures are as follows:

(i) In investigating and dealing with bullying, the teacher(s) will exercise his/her/their professional judgement to determine whether bullying has occurred, what type if it has and how best the situation might be resolved

(ii) All reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher(s). 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

(iii) Non-teaching staff such as secretaries, special needs assistants (SNAs), must be encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher/s who have the responsibility to deal with the incident.

(iv) Parents and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible

(v) It is very important that all involved (including each set of pupils and parents) understand the above approach from the outset

(vi) Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents. In order to deal with issues in a timely manner, initial investigations will include pupils and the relevant teacher. The relevant teacher reserves the right to request the presence of the Deputy Principal or Principal depending on the gravity of the situation. Parental consent is not required for investigations to take place.

(vii) Initial investigations of bullying may be done in class where possible but some incidents might be best investigated outside the classroom situation to ensure the privacy of all involved

(viii) 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

The School, through the 'Relevant Teacher' reserves the right to ask any pupil to write an account of what happened, as part of an investigation. This will be a standard procedure and does not necessarily imply that a pupil is guilty of misbehaviour.

(ix) When analysing incidents of bullying behaviour, the relevant teacher(s) 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

(x) 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/their account of what happened to ensure that everyone in the group is clear about each other's statements

(xi) Each member of a group should be supported through the possible pressures that they may face them from the other members of the group after interview by the teacher

(xii) Where the relevant teacher(s) has/have determined that a pupil has been engaged in bullying behaviour, it should be made clear to him/her/them how he/she/they is/are in breach of the school's anti-bullying policy and efforts should be made to try to get him/her/they to see the situation from the perspective of the pupil being bullied and the negative impact their behaviour is having on this person.

(xiii) In cases where it has been determined by the relevant teacher(s) that bullying behaviour has occurred, the parents of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken. The school should give parents an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports for their pupils

(xiv) It must also be made clear to all involved (each set of pupils and parents) that in any situation where **disciplinary sanctions** are required, **this is a private matter between the pupil being disciplined, his or her parents and the school;**

(xv) Follow-up meetings with the relevant parties involved may 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

(xvi) An additional follow-up meeting with parents of the children involved may take place after an appropriate time to ensure that the matter has been resolved satisfactorily

(xvii) Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents must be referred, as appropriate, to the school's complaints procedures

(xviii) In the event that a parent has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parents of their right to make a complaint to the Ombudsman for Children.

**RECORDING:** Noting and reporting of bullying behaviour is to be documented using the *template for recording bullying behaviour*

(Appendix 3). All records must be maintained in accordance with relevant data protection legislation. The school's procedures for noting and reporting bullying behaviour will adhere to the following:

(i) While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher(s), the relevant teacher(s) will use his/her/their professional judgement in relation to the records to be kept of these reports, the actions taken and any discussions with those involved regarding same

(ii) If it is established by the relevant teacher(s) that bullying has occurred, the relevant teacher(s) 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

(iii) The relevant teacher(s) must use the recording template at Appendix 3 to record the bullying behaviour

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

(Ref 6:8:16 of Procedures):

The school will employ a restorative approach in dealing with incidents of bullying.

- 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.
  - SPHE Lessons
  - Stay Safe Programme
  - Walk Tall
  - NEPS programmes on [www.neps.ie](http://www.neps.ie)
  - Anti Bullying Week
  - Buddy system
  - Care Team Support inc Social Skills Group
    - Group work such as circle time
- If pupils require counselling or further supports the school will endeavour to liaise with the appropriate agencies to organise same. NEPS will also be contacted for advice
- Pupils should understand that there are no innocent bystanders and that



all incidents of bullying behaviour must be reported to a teacher.

### Supports for Bullying Pupils

- Make it clear that bullying pupils who reform are not blamed or punished and get a "clean sheet,"
- To facilitate rehabilitation it will be made clear to pupils that bullying pupils who reform are doing the right and honourable thing and giving them praise for this,
- Making adequate counselling facilities available to help those who need it learn other ways of meeting their needs besides violating the rights of others,
- Helping those who need to raise their self-esteem by encouraging them to become involved in activities that develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school),
- Using learning strategies throughout the school and the curriculum to help enhance pupils' feelings of self-worth,
- In dealing with negative behaviour in general, encouraging teachers and parents to focus on, challenge and correct the behaviour while supporting the child,
- In dealing with bullying behaviour seeking resolution and offering a fresh start with a "clean sheet" and no blame in return for keeping a promise to reform.

8. **Supervision and Monitoring of Pupils:** The Board of Management of Belmullet Senior NS 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.

- There are agreed supervision and monitoring practices in the school
- Mobile phones must be surrendered to teacher/principal during the school day 09:00 a.m to 14:40 p.m.
- Mobile phones are generally not permitted on school tours/outings.
- Bullying danger spots have been identified in the playground
- In relation to Acceptable Use Policy in the school the following issues are addressed:
  - All Internet sessions are supervised by a teacher.

### 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 \_\_\_\_\_.

11. This policy has been made available to school personnel, published on the school website and is readily accessible to parents and pupils on request. 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 be readily accessible to parents and pupils on request. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

This policy is part of our code of behaviour policy.

Signed: \_\_\_\_\_  
(Chairperson of Board of Management)

Signed: \_\_\_\_\_  
(Principal)

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Ratified by the Board of Management .

## APPENDIX 1: 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
  - Hot spots tend to be in the playground/school yard/outdoor areas, changing rooms, corridors and other 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.

## APPENDIX 2: Types of bullying

The following are some of the types of bullying behaviour that can occur amongst pupils:

**Physical aggression:** This behaviour includes pushing, shoving, punching, kicking, poking and tripping people. It may also take the form of severe physical assault. While pupils often engage in 'mess fights', they can sometimes be used as a disguise for physical harassment or inflicting pain

**Intimidation:** Some bullying behaviour takes the form of intimidation. It may be based on the use of very aggressive body language with the voice being used as a weapon. Particularly upsetting can be a facial expression which conveys aggression and/or dislike.

**Isolation/exclusion and other relational bullying:** This occurs where a certain person is deliberately isolated, excluded or ignored by some or all of the class group. This practice is usually initiated by the person engaged in bullying behaviour and can be difficult to detect. It may be accompanied by writing insulting remarks about the pupil in public places, by passing around notes about or drawings of the pupil or by whispering insults about them loud enough to be heard. Relational bullying occurs when a person's attempts to socialise and form relationships with peers are repeatedly rejected or undermined. One of the most common forms includes control: 'Do this or I won't be your friend anymore'(implied or stated), a group ganging up against one person (girl or boy), non-verbal gesturing, malicious gossip, spreading rumours about a person or giving them the 'silent treatment'.

**Cyber-bullying:** This type of bullying is increasingly common and is continuously evolving. It is bullying carried out through the use of information and communication technologies such as text, social network sites, email, instant messaging (IM), apps, gaming sites, chat rooms and other online technologies. Being the target of inappropriate or hurtful messages is the most common form of online bullying. As cyber-bullying uses technology to perpetrate bullying behaviour and does not require face-to-face-contact, cyber-bullying can occur at any time (day or night). Many forms of bullying can be facilitated through cyber-bullying. For example, a target may be sent homophobic text messages or pictures may be posted with negative comments about a person's sexuality, appearance etc.

**Name calling:** Persistent name-calling directed at the same individual(s) that hurts, insults or humiliates should be regarded as a form of bullying behaviour. Often name calling of this type refers to physical appearance, e.g. size or clothes worn. Accent or distinctive voice characteristics may attract negative attention. Academic ability can also provoke name calling. This tends to operate at two extremes. There are those who are singled out for attention because they are perceived to be weak academically. At the other extreme there are those who, because they are perceived as high achievers are also targeted

**Damage to property:** Personal property can be the focus of attention for bullying behaviour. This may result in damage to clothing, mobile phone or other devices, school books and other learning material or interference with a pupil's locker or bicycle. The contents of school bags and pencil cases may be scattered on the floor. Items of personal property may be defaced, broken, stolen or hidden

**Extortion:** Demands for money may be made, often accompanied by threats (sometimes carried out in the event of the targeted pupil not delivering on the demand). A pupil may also be forced into theft of property for delivery to another who is engaged in bullying behaviour.

