

Annagh National School

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 Annagh National 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; and
 - promotes respectful relationships across the school community...see Appendix 2A: Key Elements of a Positive School Culture and Climate
Appendix 2B: Practical Tips for Building a School Culture and Climate.
- 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
- On-going evaluation of the effectiveness of the anti-bullying policy.

3. In accordance with the *Anti-Bullying Procedures for Primary and Post-Primary School*, "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*.

Examples of bullying behaviours

<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 e.g. sexual harassment, homophobic bullying, racist bullying etc. • Physical aggression • Damage to property • Name calling • Slagging • The production, display or circulation of written words, pictures or other materials aimed at intimidating another person • Offensive graffiti • Extortion • Intimidation • Insulting or offensive gestures • The “look” • Invasion of personal space • A combination of any of the types listed.
<p>Cyber</p>	<ul style="list-style-type: none"> • 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

	<ul style="list-style-type: none"> •Abusive communication on social networks e.g. Facebook/Ask.fm/ Twitter/You Tube or on games consoles •Abusive website comments/Blogs/Pictures •Abusive posts on any form of communication technology
Identity Based Behaviours Including any of the nine discriminatory grounds mentioned in Equality Legislation (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).	
Homophobic and Transgender	<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
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 & exclusion •Ignoring •Excluding from the group •Taking someone’s friends away •“Bitching” •Spreading rumours •Breaking confidence •Talking loud enough so that the victim can hear •The “look” •Use or terminology such as ‘nerd’ in a derogatory way
Sexual	<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

4. The relevant teacher(s) for investigating and dealing with bullying is (are) as follows: (see Section 6 of this Policy, Pages 7-12 for more detailed information):

- A pupil or parent may bring a bullying concern to any teacher in our school;
- In these procedures, the member of teaching staff who has initial responsibility for investigating and dealing with bullying is referred to as the “relevant teacher”;

- At primary school level, the relevant teacher will normally be the pupil's respective class teacher;
- If bullying persists / re-occurs involving the same children, the Principal then investigates the bullying incidents.

5. The education and prevention strategies (including strategies specifically aimed at cyber- bullying and identity-based bullying including in particular, 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*)

The education and prevention of bullying are an integral part of our anti-bullying policy. While it is recognised that home factors play a substantial role in the prevention of bullying, the role of the school in preventative work is crucial and should not be underestimated. School based initiatives will either reinforce positive efforts or help counteract unsuccessful attempts of parents or guardians to control unacceptable behaviour.

Sample Education and prevention strategies

School-wide approach

- A school-wide approach to the fostering of respect for all members of the school community;
- 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 teacher(s);
- 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 the pupils in contributing to a safe school environment e.g. Buddy bench, 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 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) are given a copy as part of the Code of Behaviour of the school (every year);
- The implementation of whole school awareness measures e.g. on the promotion of friendship, and bullying prevention; and assemblies.
- 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.:

- Direct approach to teacher at an appropriate time, for example after class.
 - Hand note up with homework.
 - Make a phone call to the school or to a trusted teacher in the school.
 - Get a parent(s)/guardian(s) or friend to tell on your behalf.
 - Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- Encourage parent(s)/guardian(s) to approach the school if they suspect that their child is being bullied;
 - The development of an Acceptable Use Policy in the school to include the necessary steps to ensure that the access to technology within the school is strictly monitored, as is the pupils' use of mobile phones;
 - The listing of supports currently being used in the school and the identification of other supports available to the school

Implementation of curricula

- The full implementation of the SPHE curriculum, 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 and The Walk Tall Programme;
- School wide delivery of lessons on **Cyber Bullying** (Be Safe-Be Web wise, Think Before you Click, Web wise Primary teachers' resources), **Homophobic and Transphobic Bullying** (Growing up LGBT, Stand Up Programme, The Trust Pack) **Diversity and Interculturalism**, Yellow Flag Programme. The school should list every resource related to the SPHE curriculum, and make a list of supports;
- Delivery of the Garda SPHE Programmes at primary and post- primary level. 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,);
- Positive promotion of cultural diversity through the curriculum and specially organised events.

Links to other policies

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

In particular, such preventative strategies, as listed above will assist in building empathy, respect and resilience in pupils.

Prevention and awareness raising measures must also deal explicitly with cyber-bullying. The best way to address cyber-bullying is to prevent it happening in the first place. Prevention and any awareness raising measures should focus on educating pupils on appropriate online behaviour, how to stay safe while on-line and also on developing a culture of reporting any concerns about cyber-bullying. The school-wide approach and the role of parents, as outlined in Section 6.3 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools* is of importance in this regard and is summarised as follows:

A school-wide approach (involving school management, staff, parents and pupils) to dealing with the problem of bullying behaviour is a key element of effective practice. Bullying behaviour affects not only those immediately involved. It can affect everyone in the classroom, in the school and, ultimately, in the wider community.

Our school's approach to tackling and preventing bullying also takes particular account of the needs of pupils with disabilities or with SEN. Approaches to decreasing the likelihood of bullying for pupils with SEN include improving inclusion, focusing on developing social skills, paying attention to key moments such as transitioning from primary to post-primary and cultivating a good school culture which has respect for all and helping one another as central, e.g. co-ordinating parental talk to all pupils on Autism, etc.

The Board of Management must ensure that members of school staff have sufficient familiarity with the school's anti bullying policy to enable them to effectively and consistently apply the policy when required. Supports for staff should be appropriate to the individual's role and should enable staff to recognise bullying, implement effective strategies for preventing bullying and where appropriate, intervene effectively in bullying cases.

The Board of Management must also make appropriate arrangements to ensure that temporary and substitute staff have sufficient awareness of the school's Code of Behaviour and its Anti-Bullying policy.

6. A consistent and clear approach to dealing with bullying when it occurs is essential to effective practice. This section provides guidance and direction in relation to the need to use established intervention strategies and ensuring consistent recording, investigation and follow up of bullying behaviour.

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

- 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.
- Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs), caretaker 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

- 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;
- 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;

Individual Bullying: When analysing incidents of bullying behaviour, the relevant teacher, accompanied by another teacher), will speak separately to the pupils involved and will make written notes of details given in an attempt to get both sides of the story. The type of questions asked are:

- What kind of bullying has taken place?
- Where did the incidents take place?
- When did the bullying happen?
- Who did the bullying?
- Why?
- How?

This should be done in a calm manner, setting an example in dealing effectively with the conflict in a non-aggressive manner;

- a) If the relevant teacher concludes that a pupil has been engaged in bullying behaviour, it will be made clear to him/her that he/she is in breach of the Code of Behaviour.
- b) **Resolve:** Both sets of parents will be informed of the relevant class teacher's findings.

Most bullying cases at primary school can be resolved by explaining to the bully what is wrong with his/her behaviour. Reconciliation will consist of:

- Acquiring agreement to stop
 - An apology might be forthcoming, but don't force the issue
 - Teacher may implement appropriate sanctions
 - Teacher advises parents of the child who committed the misbehaviour and that the Principal will be called for any future misbehaviour.
- c) **Review:** Teacher will follow-up contact (incidental and within two weeks) with the bully and the victim separately to ensure there is no further bullying.
 - d) **Logging Details:** Teachers are required to log and to file all details of a bullying complaint in the children's respective files. Copies of these details must also be given to the Principal. In the log, the following details are required:
 - Date,
 - Time,
 - Location,
 - Names of those involved,
 - Names of witnesses,
 - Nature of incident,
 - Signature of relevant class teacher.

Group Bullying: Should more than one person or a group be involved, the following procedures are to be adopted:

- a) At first, the relevant class teacher, accompanied by another relevant teacher, meet with each group member separately;
- b) 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;
- c) Each member of a group should be supported through the possible pressures that they may face, from the other members of the group, after interview by the teacher;
- d) It may also be appropriate or helpful to ask those involved to write down their account of the incident(s);
- e) In cases where it has been determined by the relevant class teacher that bullying behaviour has occurred, the relevant teacher will contact the parents of the parties involved at earliest possible stage to inform them of the matter and to explain the actions being taken (by reference to the school policy). 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;
- f) Where the relevant class teacher has determined that a pupil has been engaged in bullying behaviour, the teacher must make clear to him/her how he/she is in breach of the school's Code of Behaviour and anti-bullying policy and efforts should be made to try get him/her to see the situation from the perspective of the pupil being bullied;
- g) 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;
- h) 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. This can have a therapeutic effect;
- i) An additional follow-up meeting with the parents of the children involved may take place after an appropriate time to ensure that the matter has been resolved satisfactorily.

Follow up and recording:

In cases where the relevant teacher considers that **the bullying behaviour has not been adequately and appropriately addressed within 20 school days** after he/she has determined that bullying behaviour has occurred, it must be recorded by the relevant teacher in the recording template at **Appendix 3** (See attached). 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 parents, other teachers, the school Deputy Principal or Principal.

A Re-occurrence of Individual or Group Bullying:

- a) When the same parent makes further bullying complaints involving the same child(ren), class teacher directs him / her to the Principal. The class teacher also provides the Principal with the Appendix 3 Form completed;
- b) The Principal requests the complaining parent to complete a sheet naming, dating and giving times of the incidents. This may then be presented to the parents of the alleged perpetrator. Please see **Appendix 6** for copy of Report Sheet;
- c) The Principal investigates as per above outlined guidelines;

- d) Principal will contact all parents as soon as possible, informing them of the outcome of the investigation;
- e) If the situation continues, direct contact between parents will be encouraged. Chairperson of Board of Management will chair such a meeting;
- f) Where the 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;
- g) 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.

Reminders: Teachers are required to log and to file all details promptly;

Keep the Principal briefed at all times;

Always interview with another adult;

Stay calm and unemotional;

Adopt problem solving approach;

Criticise behaviour not the child.

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. Consideration needs to be given to where the records will be made e.g. Anti-bullying Folder. 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 Stage 1-determination that bullying has occurred

- 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 Principal in consultation with the relevant teacher/s should develop a protocol for the storage of all records retained by the relevant teacher, i.e. an anti-bullying folder.

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) Where 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 as applicable.

The school should list behaviours that must be recorded and reported immediately to the Principal. These should be in line with the school's Code of Behaviour.

When the recording template is used, it must be given to the Principal. These records are kept on file in accordance with the school's Data Protection/Retention Policy. (see **Appendix 10**).

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

- 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
 - Care team / Student Support Team
 - Group work such as circle time
- If pupils require counselling of further supports the school will endeavour to liaise with the appropriate agencies to organise same. This may be for the pupil affected by bullying or involved in the bullying behaviour.
- 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.

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. Board Ratification

This Policy was reviewed by the Board of Management of Annagh N.S. at its meeting on the 15-12-21. It is reviewed annually and was reviewed and adopted on the 15-12-21

11. This policy has been made available to school personnel and is published on the school website. 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 and published on the school website, (www.annaghns.com) A record of the review and its outcome will be made available, if requested, to the Patron and the Department.

Signed Mary Killeen Date: 15-12-21
(Chairperson of Board of Management)

Signed: Michael King Date: 15-12-21
(Principal)

Appendix 1: TYPES OF BULLYING

- **Physical Aggression:**
It includes pushing, shoving, punching, kicking, poking and tripping people up. It may also take the form of severe physical assault. While boys commonly engage in 'mess fights', they can often be used as a disguise for physical harassment or inflicting pain.
- **Damage to Property:**
Personal property can be the focus of attention for the bully, this may result in damage to clothing, school books and other learning material or interference with a pupil's bag 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 victim not promptly 'paying up'. Victim's lunches may be taken. Victims may also be forced into theft of property for delivery to the bully. Sometimes, this tactic is used with the sole purpose of incriminating the victim.
- **Intimidation:**
Some bullying behaviour takes the form of intimidation, it is based on the use of very aggressive body language with the voice being used as a weapon. Particularly upsetting to victims can be the so-called 'look' - a facial expression which conveys aggression and/or dislike.
- **Isolation:**
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. It may be accompanied by writing insulting remarks about the victim on whiteboards or in public places, by passing around notes about or drawings of the victim or by whispering insults about them loud enough to be heard.

- **Name Calling:**

Persistent name-calling at the same individual(s), which hurts, insults or humiliates should be regarded as a form of bullying behaviour, most name-calling of this type refers to physical appearance, e.g. 'big ears', size of 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, first, there are those who are singled out for attention because they are perceived to be slow, or weak, academically. These pupils are often referred to as 'dummies', 'dopes' or 'donkeys'. At the other extreme are those who, because they are perceived as high achievers, are labelled 'swots', 'brain-boxes', 'licks', 'teachers pets', etc.

- **Slagging:**

This behaviour usually refers to the good-natured banter which goes on as part of the normal social interchange between people. However, when this slagging extends to very personal remarks aimed again and again at the one individual about appearance, clothing, personal hygiene or involves references of an uncomplimentary nature to members of one's family, particularly if couched in sexual innuendo, then it assumes the form of bullying.

- **Bullying of School Personnel:**

Bullying of school personnel by means of physical assault, damage to property, verbal abuse, threats to peoples' families, etc.

- **Racism**

A racist incident is an incident where verbal or physical aggression targets a victim on the basis of his/her colour, religion, ethnicity, including membership of the traveller community. Where the incident is felt by the victim to be racist, it may be defined as a racist comment.

- **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.

Appendix 2A: Key elements of a positive school culture and climate

- The school acknowledges the right of each member of the school community to enjoy school in a secure environment;
- The school acknowledges the uniqueness of each individual and his/her worth as a human being;
- The school promotes positive habits of self-respect, self-discipline and responsibility among all its members;
- The school prohibits vulgar, offensive, sectarian or other aggressive behaviour or language by any of its members;
- The school has a clear commitment to promoting equity in general and gender equity in particular in all aspects of its functioning;
- The school has the capacity to change in response to pupils' needs;
- The school identifies aspects of curriculum through which positive and lasting influences can be exerted towards forming pupils' attitudes and values;
- The school takes particular care of "at risk" pupils and uses its monitoring systems to facilitate early intervention where necessary and it responds to the needs, fears or anxieties of individual members in a sensitive manner;
- The school recognises the need to work in partnership with and keep parents informed on procedures to improve relationships on a school-wide basis;
- The school recognises the role of parents in equipping the pupil with a range of life-skills;
- The school recognises the role of other community agencies in preventing and dealing with bullying;
- The school promotes habits of mutual respect, courtesy and an awareness of the interdependence of people in groups and communities;
- The school promotes qualities of social responsibility, tolerance and understanding among all its members both in school and out of school;
- Staff members share a collegiate responsibility, under the direction of the Principal, to act in preventing bullying/aggressive behaviour by any member of the school community.

Appendix 2B 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 pupils 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 indoor and outdoor supervision.
- School staff can get pupils to help them to identify where bullying “hot spots” and “hot times” for bullying might be in the school.

- Hot spots tend to be in the play areas, toilets 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 school yard or moving classrooms.
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- Homework examples: Encourage pupils to help out at home;
 - Classroom teachers to follow the continuum of support, when necessary;
 - Opportunities for staff CPD training in anti-bullying.
 - The Pricipal to act as the nominated “support” for the class teacher in any perceived or suspected bullying scenario.

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))***

Pupil concerned	
Other pupil	
Parent	
teacher	
Other	

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

Playground	
Classroom	
State where it occurred.	
Toilets	
Tours	
Swimming	

**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		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 Traveller community	Other (specify)

8. Brief Description of bullying behaviour and its impact.

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9. Details of actions taken.

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Signed: _____ (Relevant Teacher) **Date:** _____

Date submitted to Principal _____

Appendix 4 Checklist for annual review of the anti-bullying policy and its implementations

The Board of Management of Annagh N.S. 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> ?	Yes
Has the Board published the policy on the school website and provided a copy to the Parents' Association?	Yes
Has the Board ensured that the policy has been made available to school staff (including new staff)?	Yes
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?	Yes
Has the Board ensured that policy has been adequately communicated to all pupils?	Yes
Has the policy documented the prevention and education strategies that the school applies?	Yes
Have all the prevention and education strategies been implemented?	Yes
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	Yes
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	Yes
Has the Board received and minuted the periodic summary reports of the Principal?	Yes
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?	Yes
Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	No
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	No
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	No
Has the data available from cases reported to the Principal (on the bullying recording template) been analysed to identify any issues, trends or patterns in bullying behaviour?	N/A
Has the Board identified any aspects of the school's policy and/or its implementation that	NO

require further improvement?	
Has the Board put in place an action plan to address any areas for improvement?	N/A

Signed: Mary Killeen
(Chairperson, Board of Management)

Date: 15-12-21

Signed: Michael King
(Principal)

Date: 15-12-21

Appendix 5

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

To: Anngagh NS

The Board of Management of **Annagh N. S.** 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 the 15-12-21
- 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: Mary Killeen

Date: 15-12-21

(Chairperson, Board of Management)

Signed: Michael King
(Principal)

Date: 15-12-21

Appendix 6

BULLYING RECORD SHEET

(For completion by parents)

DEFINITION:

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 incidents of aggressive behaviour, which should not be condoned, can scarcely be described as bullying. However, when the behaviour is systematic and ongoing, it is bullying.

Please complete the following:

1.) Description of Incident:

Please attach an additional page if necessary

Date	Time	Summary of Incident(s)

2.) List names of pupils responsible

Please attach an additional page if necessary

Pupil's Name	Class	Description of his/her role in the incident

I realise that this is a complaint of a serious nature and that the parents of the above named child / children have a right to receive a copy of this complaint.

SIGNED:

Father: _____ Mother: _____

Date: _____ Date: _____

Appendix 7

**References to “Bullying” in our Code of Behaviour: Responding to Inappropriate Behaviour;
Pages 10-12**

Level 2: Behaviours

Level 2 behaviours are those that seriously interfere with the orderly environment of the school and are potentially dangerous to the safety and well being of the students and staff. Listed below are some examples of the types of behaviour that are included in Level 2. Please note the list is not exhaustive.

- Constantly disruptive in class
- Telling lies
- Stealing
- Damaging other pupil's property
- Bullying, e.g. persistent name calling, continuous bumping into one another, etc.
- Being discourteous and back-answering a teacher
- Leaving school premises during the school day without appropriate permission
- Using unacceptable language
- Bringing weapons to school, e.g. catapults, pen knives, pellet guns, etc.
- Playing in "off-limit" areas during the school day, as per supervision Circular.
- Behaviour which is dangerous to self or others
- Derogatory reference to another person's race, gender, religion, physical condition, disability or ethnic origin

Level 2: Disciplinary Actions

The following staged approach / steps is/are used for responding to such inappropriate behaviours:

1. A note will be written in the homework journal to be signed by a parent. Alternatively a phone call home may be made, logged and dated by the teacher in the pupil's file;
2. The class teacher meets one or both parents. The class teacher can request the Principal to be present when addressing a behavioural issue with a parent or parent(s). The teacher logs the details of this meeting.
3. Finally, the pupil is brought to the Principal or Deputy Principal where a disciplinary sheet is issued for completion by the pupil and signing by the parent(s);
4. If there is no improvement in the pupil's behaviour, the Principal and Deputy Principal meet with the parents concerning the misbehaviour;
5. A formal report of the behaviour may be made to the Board of Management, if considered necessary;
6. Written records of all meetings are to be kept and filed in the pupil's office file.

LEVEL 2: SUPPORTIVE INTERVENTIONS

Listed below are some examples of Level 2 supportive actions:

- Team conference to include classroom teacher, Principal or Deputy Principal.
- Request for assistance from external agencies such as the National Educational Psychological Service, Health Service Executive Community Services, the National Behavioural Support Service, Child and Adolescent Mental Health Services, National Council for Special Education.
- Referral of a Child displaying behavioural problems for psychological assessment (with the parent(s)/guardian(s) consent).

Level 3: Behaviours

Level 3 behaviours are considered the most serious violations. These behaviours endanger the immediate health, safety and personal well being of the pupils and staff of the school. They represent a direct threat to the orderly operation of the school environment. Situations, which include illegal activity, may result in contact with the Garda Síochána after parental involvement. Listed below are some examples of the types of behaviour that are included in Level 3. Please note that the list is not exhaustive.

- Repeated or serious instances of Level 2 behaviour which have not been modified by intervention
- Setting fire to school property
- Intentional possession or use of weapons
- Violent fighting or intentionally causing physical harm to others
- Discriminatory or prejudicial activities or actions toward another person or group involving race, gender, religion, physical condition, handicap, or ethnic origin
- Deliberately leaving taps / fire hose on
- Inappropriate use of mobile phones
- Threatening or serious violent behaviour towards a teacher, with or without a weapon.

Level 3: Disciplinary Actions

Behaviour at Level 3 will involve suspension from school. The length of the suspension will depend upon the severity and frequency of the specific Behaviour. Specific information about due process and procedures in respect of the issuing of a suspension is contained in this document. Level 3 responses:

- **Suspension from school for one to five days:**
This response will occur with the first incidence of Level 3 behaviour or Level 2 behaviour of significant severity. The Principal following due process and procedure, can issue a suspension.
- **Suspension from school for five to ten days:**
This response will occur with the repeated incidence of Level 3 behaviour or a severe expression of this Behaviour. A suspension of this magnitude will only be issued with the approval of the Board of Management.
- **Expulsion:**
Repeated incidents of Level 3 behaviour can result in a pupil being expelled.

Appendix 8 Cyber Bullying

The B.O.M. of Annagh N.S. aims to ensure that children are safe and feel safe from bullying, harassment and discrimination. This school is committed to teaching children the knowledge and skills to be able to use ICT effectively, safely and responsibly.

UNDERSTANDING CYBER-BULLYING:

- Cyber bullying is the use of ICT (usually a mobile phone and or the internet) to abuse another person;

- It can take place anywhere and involve many people;
- Anybody can be targeted including pupils and school staff;
- It can include threats, intimidation, harassment, cyber-stalking, vilification, defamation, exclusion, peer rejection, impersonation, unauthorized publication of private information or images etc.;
- While bullying involves a repetition of unwelcome behaviour the **Anti-Bullying Procedures for Primary and Post Primary Schools, September 2013**, states:

2.1.3. *In addition, in the context of these procedures 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.*

WHAT IS CYBER-BULLYING?

There are many types of cyber-bullying. The more common types are:

1. **Text messages** – can be threatening or cause discomfort. Also included here is ‘Blue jacking’ (the sending of anonymous text messages over short distances using bluetooth wireless technology)
2. **Picture/video-clips via mobile phone cameras** – images sent to others to make the victim feel threatened or embarrassed
3. **Mobile phone calls** – silent calls, abusive messages or stealing the victim’s phone and using it to harass others, to make them believe the victim is responsible
4. **Emails** – threatening or bullying emails, often sent using a pseudonym or somebody else’s name
5. **Chat room bullying** – menacing or upsetting responses to children or young people when they are in a web-based chat room
6. **Instant messaging (IM)** – unpleasant messages sent while children conduct real-time conversations online using MSM (Microsoft Messenger), Yahoo Chat or similar tools
7. **Bullying via websites** – use of defamatory blogs (web logs), personal websites and online personal ‘own web space’ sites such as You Tube, Facebook, Ask.fm, Bebo (which works by signing on in one’s school, therefore making it easy to find a victim) and Myspace – although there are others.

Explanation of slang terms used when referring to cyber-bullying activity:

1. **‘Flaming’**: Online fights using electronic messages with angry and vulgar language
2. **‘Harassment’**: Repeatedly sending offensive, rude, and insulting messages
3. **‘Cyber Stalking’**: Repeatedly sending messages that include threats of harm or are highly intimidating or engaging in other on-line activities that make a person afraid for his or her own safety
4. **‘Denigration’**: Sending or posting cruel gossip or rumors about a person to damage his or her reputation or friendships
5. **‘Impersonation’**: Pretending to be someone else and sending or posting material online that makes someone look bad, gets her/him in trouble or danger, or damages her/his reputation or friendships
6. **‘Outing and Trickery’**: Tricking someone into revealing secret or embarrassing information which is then shared online
7. **‘Exclusion’**: Intentionally excluding someone from an on-line group, like a ‘buddy list’

This list is not exhaustive and the terms used continue to change.

AIMS OF POLICY:

- To ensure that pupils, staff and parents understand what cyber bullying is and how it can be combated
- To ensure that practices and procedures are agreed to prevent incidents of cyber-bullying

- To ensure that reported incidents of cyber bullying are dealt with effectively and quickly.

PROCEDURES TO PREVENT CYBER-BULLYING:

- Staff, pupils, parents and Board of Management (BoM) will be made aware of issues surrounding cyber bullying through the use of appropriate awareness-raising exercises
- Pupils will learn about cyber bullying through Social, Personal and Health Education (SPHE), assemblies, friendship week activities and other curriculum projects
- Staff CPD (Continuous Professional Development) will assist in learning about current technologies
- Parents will be provided with information and advice on how to combat cyber bullying
- Pupils will sign an Acceptable Use of ICT (Information and Communication Technology) contract
- Parents will be expected to sign an Acceptable Use of ICT contract on enrolment and to discuss its meaning with their children.
- Pupils and parents will be urged to report all incidents of cyber bullying to the school.
- All reports of cyber bullying will be investigated, recorded and monitored regularly.
- Procedures in our school Anti-bullying Policy shall apply
- The Gardaí will be contacted in cases of actual or suspected illegal content

INFORMATION FOR PUPILS:

If you are being bullied by phone or on the Internet:

- Remember, bullying is never your fault. It can be stopped and it can usually be traced;
- Don't ignore the bullying. Tell someone you trust, such as a teacher or parent or call an advice line;
- Try to keep calm. If you are frightened, try to show it as little as possible. Don't get angry, it will only make the person bullying you more likely to continue;
- Don't give out your personal details online – if you are in a chat room, do not say where you live, the school you go to, your email address etc. All these things can help someone who wants to harm you to build up a picture about you;
- Keep and save any bullying emails, text messages or images. Then you can show them to a parent or teacher as evidence;
- If you can, make a note of the time and date bullying messages or images were sent, and note any details about the sender;
- There is plenty of online advice on how to react to cyber bullying. For example, ie.reachout.com and www.wiredsafety.org have some useful tips.

Text/video messaging

- You can easily stop receiving text messages for a while by turning-off incoming messages for a couple of days. This might stop the person texting you by making them believe you've changed your phone number;
- If the bullying persists, you can change your phone number. Ask your mobile service provider about this;
- Don't reply to abusive or worrying text or video messages;
- Your mobile service provider will have a number for you to ring or text to report phone bullying. Visit their website for details;
- Don't delete messages from cyber bullies. You don't have to read them, but you should keep them as evidence.

Useful Websites

www.spunout.ie

www.kidsmart.org.uk/beingsmart

www.bbc.co.uk/schools/bullying

www.childline.ie/index.php/support/bullying/1395

www.chatdanger.com

www.kidpower.org

www.childnet.int.org

www.antibullying.net

<http://ie.reachout.com>

www.abc.tcd.ie

www.sticksandstones.ie

Appendix 9 Indicators of bullying behaviour

Indicators which may suggest a pupil is being bullied

Physical Indicators

- Unexplained bruising, cuts etc.
- Loss of/ damage to personal property
- Hunger or thirst
- Frequent minor illnesses, headaches, tummy
- Bedwetting
- Loss of appetite

- Obsessive behaviour, physical appearance, weight
- Stammering
- Requests for extra money

Emotional/ Psychological Indicators

- Outbursts of anger, temper, irritability at home
- Bullying brother and sisters, parents
- Well behaved child suddenly troublesome

Signs of depression

- Changes in: mood, appetite, sleep pattern
- Tiredness, neglect of appearance
- Expressions of sadness, worthlessness
- Nightmares, crying at night
- Restless, dangerous, wild, disruptive behaviour
- Cynicism, black mood
- Implied or overt threats of suicide

School Related Indicators

- Reluctance to go, wanting to be accompanied
- Returning in bad form
- Changing routine
- Avoiding certain days/lessons
- Nervousness in class
- Punctuality problems
- Poor concentration
- Deterioration in school work
- Expressions of hopelessness
- Fewer phone calls, friends calling, invitations
- Reluctance to take part in activities
- Abusive phone calls