



March 2017.

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 the Glebe National School have 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 bully behaviour:
 - A positive school culture and climate which-
 - Is welcome 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;
 - Effective leadership;
 - A school – wide approach;
 - A shared understanding of what bullying is and its impact;
 - Implementation of education and prevention strategies;
 - Effective supervision and monitoring of pupils;
 - Support 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 followed:

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 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, e-mail, 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.

Name calling: Persistent name-calling directed at the same individual(s) who 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 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. 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 treats (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.

Impacts of Bullying Behaviour

Pupils who are being bullied may develop feelings of insecurity, humiliation and extreme anxiety and thus may become more vulnerable. Self-confidence may be damaged with a consequent lowering of self-esteem. While they may not talk about what is happening to them, their suffering is indicated through changes in mood and behaviour. Extreme cases of bullying may result in suicide. It is, therefore, essential to be alert to changes in behaviour as early intervention can be very effective.

Pupils who witness bullying may also be affected and may suffer in similar ways to those who are bullied. For example, pupils who witness identity-based bullying and share that identity can experience anxiety and feel under threat themselves. Pupils can also feel guilt or distress at not being able to help the person being bullied.

There are also consequences for individuals who engage in bullying behaviour. Pupils who become involved in such behaviour can be at higher risk of depression. Other possible long-term consequences may

include an increased risk of developing an anti-social personality, anxiety disorders, a likelihood of substance abuse and law-breaking behaviour in adulthood and decreased educational and occupational attainment.

Indicators of Bullying Behaviour

The following signs and symptoms may suggest that a pupil is being bullied:

- (i) Anxiety about travelling to and from school e.g. requesting parents to drive or collect him/her, changing travel routes, avoiding regular times for travelling to and from school;
- (ii) Unwillingness to go to school, refusal to attend, truancy;
- (iii) Deterioration in educational performance, loss of concentration and loss of enthusiasm and interest in school;
- (iv) Pattern of physical illnesses e.g. headaches, stomach aches;
- (v) Unexplained changes either in mood or behaviour which may be particularly noticeable before returning to school after weekends or more especially after longer school holidays;
- (vi) Visible signs of anxiety or distress e.g. stammering, withdrawing, nightmares, difficulty in sleeping, crying, not eating, vomiting, bedwetting;
- (vii) Spontaneous out-of-character comments about either pupils or teachers;
- (viii) Possessions missing or damaged;
- (ix) Increased requests for money or stealing money;
- (x) Unexplained bruising or cuts or damaged clothing; and
- (xi) Reluctance and/or refusal to say what is troubling him/her.

There may be other signs depending on the individual and his/her circumstances. The above signs do not necessarily mean that a pupil is being bullied but if repeated or occurring in combination, these signs do warrant investigation in order to establish what is affecting the pupil.

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 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.

Aims of the Policy:

- To foster a school ethos of mutual and self-respect
- To raise awareness of bullying as a form of unacceptable behaviour
- To outline, promote and raise awareness of preventative approaches that can be used in response to reported incidences of bullying
- To develop a programme of support for those affected by bullying behaviour and for those involved in bullying behaviour
- To outline procedures for noting and reporting instances of bullying behaviour
- To outline procedures for investigating and dealing with incidents of bullying behaviour

Education and Prevention Strategies:

The education and prevention strategies that will be used in the Glebe School are as follows:

- Whole School Assembly on Friendship;
- “Be a buddy, not a bully”
- Anti-bullying policy is discussed with pupils - age appropriate
- Anti-bullying lessons to be taught in each classroom as part of S.P.H.E.
- Anti-bullying policy will be available to all families in the school and it will be published on the school’s website
- Anti-bullying policy will be mentioned at the Junior Infant Induction Day in May
- ‘Bother Box’ in classrooms
- Circle time/class discussion to promote Friendships
- Monitoring of pupils during break-times
- Stay Safe Programme – Walk Tall Programme
- Actively promote the right of every member of the school community to be safe and secure in school.
- Friends for Life Programme

Suspicion of bullying behaviour:

Should a parent/guardian have any concerns which need to be discussed with a teacher, all staff members are more than willing to facilitate a meeting, made only through the proper channels i.e. a phone call to the office to arrange a convenient time for both parties involved. This arrangement ensures that all concerns are dealt with in a dignified, meaningful manner, without infringing on valuable teaching time.

NB: When a parent(s) and /or child make a complaint of a serious nature the class teacher/principal will ask parents to fill out a sheet, naming, dating and if possible giving the time of the incident(s). If there is any evidence of a physical nature (e.g. notes etc) the school will ask for a copy of these. They may then be presented to the parent(s) of the alleged perpetrator. This will be at the discretion of the school.

Managing bullying behaviour:

Step 1.

1. Unless the incident is of a serious nature, it will be dealt with by the classroom teacher who will talk to the children involved. Teachers respect the need to support the esteem of each party involved in an incident.
2. When a teacher becomes aware that a child is **regularly** involved in incidents he/she or the staff member who witnessed the incident will fill out an IRF form (Incident Report Form). The purpose of this form is:
 - To aid memory by recording details of the incident
 - For clarity in assessment of the situation
 - For planning and intervention
3. When 5 IRFs have been recorded the Principal will be informed.
4. The Principal and class teacher where necessary, will speak to the pupil(s) involved.
5. Should the action taken at this stage prove not to have resolved the issue, the staff will proceed to step two.

Step 2.

1. The Principal and class teacher will meet with parents of the victim of bullying.
2. The Principal and teacher will arrange to meet with the parents of the child who is seen to be bullying.
3. The children themselves may be required to attend part or all of these meetings.
4. The children who are involved will be placed on observation. This means that the children's behaviour in all areas is monitored during the day.
5. An Individual Behaviour Plan will be planned and implemented by the class teacher under the guidance of the Principal. Parents will be informed. This plan will be reviewed when necessary.
6. The child who has been accused of bullying will have a daily meeting with his/her teacher (end of the day) and together they decide on what is to be written for that day. All positive behaviour, progress on work etc will be noted. The purpose of this report is to focus as much as possible on the positive qualities and efforts of the child, and to motivate the child to move away from negative behaviour. The child should see that parents and school are working together in his/her interest. Co-operation of parents is essential.
7. Initially a review of the reports will be carried out on a weekly basis, in a meeting with the teacher, parent and child.
8. If progress is being made, longer intervals between meetings may be decided upon.
9. The child who is the victim of bullying will also meet with the Principal, the class teacher and his/her parents. The aim of such a meeting(s) will be to address emotional needs and devise strategies for the child to deal with the bullying. This may involve reinforcing programmes being covered in class, or other strategies.
10. The class teacher will repeat discussions with class (es) about rights, responsibilities, using e.g. role play questionnaires etc.
11. A buddy system may be introduced within the class.
12. The class teacher will emphasise to the class that children reporting incidents of bullying are acting responsibly.
13. The class teacher will keep a record of how the matter was handled and the outcome. When the class moves on, the succeeding teacher will be informed by the current class teacher of any problems that existed.
14. The class teacher will ensure that all staff members on yard duty are aware of the situation.

Step 3.

It is the duty of the school to provide a safe environment for all the children. Should the above interventions fail and the bullying continue, a programme of appropriate sanctions may be implemented by the Principal in consultation with the class teacher, parents and Board of Management. Sanctions implemented aim to

encourage positive behaviour and support the esteem of the child. Sanctions for the pupil may be some or all of the following and they are in no particular order:

- Shortened day
- Advice and assistance will be sourced from agencies such as the Lucena Clinic and SESS advisors from the Department of Education.
- Psychological Educational Assessment
- The Principal in consultation with the teacher, psychologist and DES Inspector may look for a Special Needs Assistant for the pupil.
- Pupils may be prohibited from attending school tours, educational trips etc in total, or, alternatively, may only attend in the company of the pupil's parent.
- Suspension during which there may be ongoing consultation with the parents to decide on appropriate action(s) to be taken in the best interests of the child. Suspension for any period of time will be reported by the Principal to the Chair of The Board of Management.
- Expulsion.

Outside of school hours:

If it is discovered/reported to the school that a child /children is/are involved in any form of bullying **outside of school hours** the staff and/or The Board of Management will inform the parents of the child/children involved.

However, parents will be advised that staff / Board of Management will **not** undertake any involvement with regards to difficulties arising from bullying incidents outside of school hours (unless there are repercussions during school hours).

Implementations:

This policy will be implemented from January 2013 and will be reviewed when necessary

Ratified March 2017.



Glebe School Anti-Bullying Policy Incident Report Form

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 Pupils	
Parents	
Teacher	
Other	

4. Location of incidents

(tick relevant box(es)*)

Playground	
Classroom	
Corridor	
Toilets	
School Bus	
Other	

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. Brief description of bullying behaviour and its impact

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8. Details of actions taken

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Signed: _____ (Relevant teacher) Date: _____

Date submitted to Principal/Deputy Principal: _____