



Scoil Nano Nagle

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Anti Bullying Policy 2023

1. Full Compliance:

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 Scoil Nano Nagle 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. Key Principles of Best Practice:

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;
- 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. Definition of Bullying

In accordance with the *Anti-Bullying Procedures for Primary and Post-Primary Schools* bullying

is defined as follows:

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

The following types of bullying behaviour are included in the definition of bullying:

- Deliberate exclusion, malicious gossip and other forms of relational bullying,
- Cyber-bullying and
- Identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.

Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful 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*.

It should be noted that this policy applies to activities and events that take place during the school day (including play-time), school trips & tours, and any school-organised Extra-Curricular activities.

Scoil Nano Nagle reserves the right to take action against bullying perpetrated outside the school which impacts upon our school.

4. Staff Responsibility for Implementation and Monitoring of Policy

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|-------------------------------|-----------------|
| • <u>Policy Co-ordinator</u> | Sandra Byrne |
| • <u>Home Communication</u> | Edel Fassnidge |
| • <u>S.P.H.E Co-ordinator</u> | Edel Fassnidge |
| • <u>D.F.L Co-ordinator</u> | Glenda Ronaghan |

- Yard Monitoring _____ All Teaching and S.N.A staff
 - Classroom Implementation All Teaching Staff
- It should be noted that the "Relevant" teacher is normally the class teacher. However, when the circumstances warrant it, other teacher(s) and/or the principal may assume this role.

5. The Education and Prevention strategies that will be used by the school are as follows:

- The inclusive Ethos and Mission statement of our school.
- The school's SPHE Plan and Curricular Provision (encompassing *Circle Time*, the *Walk Tall & Stay Safe* skills programmes).
- The school's Child Protection Policy and Procedures.
- The school's Religious Education Policy.
- The *Discipline For Learning* (DFL) System, and the school's overall Code of Behaviour.
- The influence of *Restorative Practice* on the Code.
- Awareness amongst staff; at each August/September staff meeting, the school's Code of Behaviour is discussed and it is ensured that all are aware of procedures. ISMT co-ordinates.
- The school's procedures for supervision of pupils during break times, reception and dismissal times (Supervision Rota).
- Structured yard games/activities that involve our older pupils "buddying" younger pupils, whilst under teacher supervision.
- Teacher use of Drama, Visual Arts and First Steps Oral Language Programme to enhance the self-expression of children, and ability to articulate problems arising from unwanted attention.
- The school's multi-cultural policy and biennial *Multi-Cultural Week*.
- Our biennial (A) ***Friendship***, (B) ***Lucky to Be Me*** and (C) ***Healthy Lifestyle/Wellbeing*** Weeks (including a dedicated *Anti-Bullying* module).
- **Active Home/School** week with a focus of wellbeing. Children and parents are encouraged to take time out for wellbeing, yoga, mindfulness meditations etc.
- Access to a play therapist who (A) Occasionally advises school staff on dealing with bullying incidents, and (B) Sometimes works with some children involved in bullying incidents.
- Incredible Years – many teachers are trained but all are aware of strategies and use them daily. The ethos of the school is to focus on the positive, catch them being good.
- All curricular-linked and sporting *After School Clubs* with particular focus on enhancing the children's confidence and sense of self-worth.
- Various attendance initiatives aimed at maximising positive participation by all pupils in school.

- Assemblies – as and when possible; celebrate achievements, showcase talents, celebrate milestones, and praise friendly behaviour, manners and respectful behaviour.
- Twitter & Website – showcase our successes, keeping parents informed, highlighting achievements; individuals, groups and whole school.
- Principal meet and greet in the morning.
- Our schools *Care Team* referral system.
- On-going staff CPD in the area of Bullying Awareness, and Anti-Bullying techniques.
- On-going courses for parents to (A) Build awareness of Bullying (provided by NPC and other external agencies), and (B) to help deal with challenging behaviour in the home (influenced by the *Incredible Years* initiative).
- Inclusion of *Web-wise* Module (aimed at Cyber-bullying) in the SPHE curricular provision of 1st & 2nd classes
- The prominent placement of Anti-bullying posters around the school. These posters (in tandem with regular assemblies) and direct classroom teaching promote the STOP approach to tackle bullying.

6. The school will deal with Bullying Incidents in the following manner:

- A. All school staff consistently relay the message that reporting incidents of bullying is responsible behaviour, and is not to be considered as "telling tales". This "Telling" culture is reinforced by many facets of the school's SPHE plan.
- B. Teaching and non-teaching staff (including SNA's, Secretaries, Caretakers, Cleaners etc...) must report any incidents of bullying behaviour witnessed by them, to the relevant (or other) teacher.
- C. Reports of bullying behaviour will be investigated in a fair and professional manner by school staff, with the aim of resolving the issue(s) and restoring relationships of the parties involved in so far as possible.
- D. Pupils and parents are required to co-operate with any investigation, and to assist in resolving any issue(s) and restoring relationships of the parties involved in so far as possible.
- E. The "Relevant Teacher" will investigate in a manner that aims to ensure the privacy of the alleged incident(s), and those involved. This will normally happen outside the classroom where practicable. In the case of group involvement, each member should be spoken to individually at first, and then as part of the initial group.
- F. In cases of alleged incidents involving children from more than one class, all class teachers will be involved in the investigation.
- G. In cases of an alleged incident during yard time, the class teacher will be made aware of it by the "On-Duty" teacher. The class teacher will carry out the investigation.
- H. **The questions "What? Where? When? Who? Why?" will form the basis of all investigations. The relevant teacher should keep records of investigations by use of the "Incident Report Forms".**

When an investigation is completed and/or a bullying situation is resolved the 'Relevant Teacher' will complete a report, to include the findings of the investigation, the strategy adopted and the outcome of the intervention, as well as any other relevant information. This information is recorded on the back of the Incident Report Form. All documentation regarding bullying incidents and their resolution is retained securely by the relevant teacher during investigation and is handed over to the Principal thereafter. A copy of the incident report and action taken is filed in the pupils' profile folder which is stored in a locked filed cabinet in the relevant classroom. The relevant teacher must inform the principal of all incidents being investigated.

- I. Pupils not directly involved in the bullying incident(s) may be interviewed in order to give a clearer picture of what happened.
- J. Teachers will regularly monitor the situation for possible improvement or deterioration.
- K. Once established that bullying behaviour has occurred, the parents of the parties involved should be contacted by the "Relevant Teacher" as soon as possible. The principal should be orally notified at this stage.
- L. In such an instance, it should be made clear to the child (and his/her parents) engaging in the bullying behaviour that he/she has broken the school's policy, and has caused upset to the other party/parties involved. A meaningful apology must be provided.
- M. Once-off serious incidents or a recurring incident of bullying behaviour which in the opinion of the "Relevant Teacher" has not been adequately and appropriately addressed within **20 days** must be recorded in the standard DES Recording template (See Appendix A). This is then given to the principal and/or deputy principal. The "Relevant Teacher" has the discretion to complete the standard DES Recording template prior to the 20 days if they consider it necessary to report serious concerns to the policy co-ordinators.
- N. Following consultation between the "Relevant Teacher" and the principal, the formal procedures in the Code of Behaviour may be invoked at this time. If a satisfactory outcome is still not achieved, the Board of Management will be briefed on the matter.
- O. Where a parent is not satisfied that the school has dealt with a bullying case in accordance with its own procedures, the parents must be referred, as appropriate, to the school's complaints procedures.
- P. 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.

7. The school's Programme of Support for working with pupils affected by Bullying is as follows:

The school may access the following supports to assist those involved:

- School's Anti-Bullying Policy (including parental involvement, recording, re-direction, apology and other follow-up procedures).
- The *Code of Discipline* (and D.F.L. System).
- Referral to school's *Care Team*.
- Play Therapy.
- Individual Behaviour Plan (Continuum of Support).
- Referral to N.E.P.S./Outside agencies.
- *Circle Time*.
- Referral to *Dina Club/Incredible Years* programme(s).
- SCP supports.
- The school will make all reasonable efforts to support parents dealing with children involved in such incidents.
- In cases of serious bullying, the school may invoke its Child Protection Policy and make a formal referral to the H.S.E.

8. Cyber-Bullying

Cyber-Bullying is one of the more modern forms of bullying, and by its nature, it presents specific challenges to all schools. Cyber bullying includes (but is not limited to) communicating via electronic means with the objective of causing hurt, fear, embarrassment, humiliation, alarm and/or distress to one or more persons. **The school acknowledges that the young age of our children does not make them immune from the dangers of cyber-bullying.**

Cyber bullying also includes the use of mobile phones and the internet with the objective of upsetting someone. It may take the form of general insults or impersonation, defamation or prejudice-based bullying. Unlike other forms of bullying a once-off posting can constitute bullying.

Parents and students should note that it is illegal for a child under 13 years of age (which encompasses our entire student body) to register with, and use many social media networks, including Facebook, Instagram, TikTok and SnapChat.

The school takes the following steps to counteract Cyber-Bullying:

- The Anti-Bullying Coordinators will act as Cyber-Safety Officers to oversee the practices and procedures outlined in this policy and monitor their effectiveness.
- Staff will receive external C.P.D. to keep informed about the technologies that children commonly use.
- 1st and 2nd class teachers will dedicate a stand-alone SPHE module to deal with the issue of cyber bullying each year.
- Parents will be invited to talks on bullying (including cyber bullying).

- The school already has an enforced Acceptable-User policy covering the use of such technologies.
- Scoil Nano Nagle endeavours to block access to inappropriate websites, using firewalls, antivirus protection and filtering systems and no pupil is allowed to work on the Internet in the school without a member of staff present.

9. Supervision and Monitoring of Pupils

The Board of Management confirms that appropriate supervision and the monitoring of policies and practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible.

10. 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.

11. Adoption of Policy

This policy was adopted by the Board of Management on 16th January 2024, and is effective from 16th January 2024

12. Circulation of Policy

This policy has been made available to school personnel, published on the school website and provided to the Parents' Association. A copy of this policy will be made available to the DES and the patron if requested.

13. Review of Policy

This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website and provided to the Parents' Association. A record of the review and its outcome will be made to the patron and the Department.

Signed: _____ Signed: _____

(Chairperson of Board of Management)

(Principal)

Date: 16th January 2024

Date: 16th January 2024

Date of next Review: November 2024

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

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

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

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

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

Physical Aggression		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/Deputy Principal _____

*** Note:** The categories listed in the tables 3, 4 & 6 are suggested and schools may add to or amend these to suit their own circumstances.

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

The Board of Management (the Board) must undertake an annual review of the school's anti-bullying policy and its implementation. The following checklist must be used for this purpose. The checklist is an aid to conducting this review and is not intended as an exhaustive list. In order to complete the checklist, an examination and review involving both quantitative and qualitative analysis, as appropriate across the various elements of the implementation of the school's anti-bullying policy will be required.

	Yes /No
Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the <i>Anti-Bullying Procedures for Primary and Post-Primary Schools</i> ?	
Has the Board published the policy on the school website and provided a copy to the parents' association?	
Has the Board ensured that the policy has been made available to school staff (including new staff)?	
Is the Board satisfied that school staff are sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day to day work?	
Has the Board ensured that the policy has been adequately communicated to all pupils?	
Has the policy documented the prevention and education strategies that the school applies?	
Have all of the prevention and education strategies been implemented?	
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	
Has the Board received and minuted the periodic summary reports of the Principal?	
Has the Board discussed how well the school is handling all reports of bullying including those addressed at an early stage and not therefore included in the Principal's periodic report to the Board?	
Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	
Has the data available from cases reported to the Principal (by the bullying recording template) been analysed to identify any issues, trends or patterns in bullying behaviour?	
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	
Has the Board put in place an action plan to address any areas for improvement?	

Signed _____
Chairperson, Board of Management

Date _____

Signed _____
Principal

Date _____