



## Anti-Bullying Policy

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 Powerscourt 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 (2013)*.

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. 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.

At Powerscourt N.S. we consider the following to be key elements of a Positive School Culture:

- We acknowledge the right of each member of the school community to enjoy school in a secure environment.
- We acknowledge the uniqueness of each individual and their worth as a human being.
- We promote positive habits of self-respect, self-discipline and responsibility.
- We have a clear commitment to promoting equity in general and gender equity.
- We have the capacity to change in response to our pupils' needs.
- We identify aspects of the curriculum through which positive and sustainable influences can be exerted towards forming pupils attitudes and values.
- We take particular care of 'at risk' pupils and uses systems to identify needs and facilitate early intervention where necessary – thus responding to the needs, fears & anxieties of individual members in a sensitive manner.
- Powerscourt N.S. recognises the need to work in partnership with and keep parents informed on procedures to improve relationships within the school community.

- We recognise the right of parents to share in the task of equipping pupils with a range of life skills.
- We recognise the role of other community agencies in preventing and dealing with bullying
- We promote habits of mutual respect, courtesy, and an awareness of the interdependence of people in groups and communities.
- We promote qualities of social responsibility, tolerance and understanding both in-school and outside 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.

#### B. Effective leadership;

- The BOM has overall responsibility to ensure that this policy is effective, sustainable, and measured. The BOM must ensure that accountability is of the highest standard and frequently appraise the outcomes of the strategies and measures contained within the policy.
- ISM Team - (Principal, Deputy Principal and Assistant Principal) - have a clear role to act in a leadership capacity within the school community, stimulating a whole school approach to preventing and tackling bullying – and modelling best practice.
- The Principal of Powerscourt N.S., as key leader, strongly influences attitudes and sets standards in relation to dealing with bullying.
- Teachers must act as good role models and not misuse authority, but be fair, clear and consistent in their disciplinary measures.

#### C. A school-wide approach;

- Posters in all classrooms with the definition of bullying from the Department of Education's Child Abuse Prevention Programme (2016) 'Stay Safe'

'Sometimes people use the word 'bullying' to refer to all kinds of bad and unacceptable behaviour. It is important that we understand that when we talk about bullying we are talking about behaviour that is hurtful, repeated and deliberate.' (DE's Stay Safe Programme)

#### Bullying IS:

**HURTFUL** – can hurt you physically, your belongings or your feelings

**REPEATED** – it happens more than once

**DELIBERATE** – the person intends to cause hurt

Bullying will not be tolerated in Powerscourt National School

Tell a teacher if someone is being bullied

- All classes are taught the Stay Safe programme in Term 1 each year.
- Restorative Practice questions are used inline with our Code of Behaviour (verbal prompts for Junior Infants – Second Class and R.P. Reflection Form for Third – Sixth Class)
- A whole community approach to the problem of bullying is required and Powerscourt National School community comprises of management, teachers, non-teaching staff, pupils, parents/guardians.
- Beyond the school community, bullying behaviour may extend to outside of school. Where this negatively impacts on a school - parents and pupils have a responsibility to support the school in helping to address the issue. This applies particularly (but not exclusively) to cyber bullying.
- The assistance of Gardaí, Tusla and Community Workers may be required in some cases.
- Collective vigilance is needed throughout the whole school/community sector to identify and deal with issues around bullying in a fair and equitable manner.

D. A shared understanding of what bullying is and its impact;

- In accordance with the *Anti-Bullying Procedures for Primary and Post-Primary Schools* bullying is defined as follows:
  - o 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:
  1. deliberate exclusion, malicious gossip and other forms of relational bullying,
  2. cyber-bullying and
  3. 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.
  - o 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.
  - o 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.
  - o Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the school's code of behaviour.
- *'Bullying behaviour, by its very nature, undermines and dilutes the quality of education. Research shows that bullying can have short and long-term effects on the physical and mental*

*well-being of pupils, on engagement with school, on self-confidence and on the ability to pursue ambitions and interests.'* (Department of Education and Skills Anti-Bullying Procedures, 2013)

- E. 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.
  - The Action Plan for Bullying (2013) recognises the potential role of the bystander in addressing bullying. Children are taught to appreciate their shared responsibility in making their school and community a safe place for all. Strategies for appropriate interventions are explored. Social media is widely used and accessed by children who, as a result, may experience or engage in bullying behaviour online. The importance of developing strategies to prevent and deal with cyberbullying is addressed.
- F. Effective supervision and monitoring of pupils;**
- Powerscourt N.S. comply with DE and insurance guidelines re the supervision of pupils both in-school and when on school trips.
  - Staff members have a distinct responsibility to ensure that supervision of pupils in class is effective and consistent.
  - Supervision in playground areas must be managed and conducted effectively, with particular attention given to 'hot spots' or 'hot times' eg arrival & dismissal
  - Office Staff are well placed to inform if any behaviour which may constitute bullying is noticed
- G. Supports for staff;**
- Regular discussion and review of policy and procedures is essential to support staff on a continuous basis.
  - All staff must have a uniform interpretation of what is expected in relation to bullying, how to identify possible bullying behaviours, how to manage disclosures and how to deal effectively with incidents of bullying within the classroom context
  - Staff must be aware that supporting one another is a key aspect of prevention and new/inexperienced members of staff must be given every opportunity to discuss concerns and model best practice.
  - CPD in relation to Anti Bullying Strategies will be supported and encouraged for all members of staff.
- H. Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies);**
- R.P. Reflection Forms from our Code of Behaviour are used.
  - Allegations of bullying are investigated at the earliest possible time.

I. On-going evaluation of the effectiveness of the anti-bullying policy.

- The Anti-Bullying Policy is reviewed annually.

<b>Bullying Behaviours which Powerscourt National School has identified as relevant to our context:</b>	
<b>General behaviours which apply to all types of bullying</b>	<ul style="list-style-type: none"> <li>• Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc.</li> <li>• Physical aggression</li> <li>• Damage to property</li> <li>• Name calling</li> <li>• Slagging</li> <li>• The production, display or circulation of written words, pictures or other materials aimed at intimidating another person</li> <li>• Offensive graffiti</li> <li>• Extortion</li> <li>• Intimidation</li> <li>• Insulting or offensive gestures</li> <li>• The “look”</li> <li>• Invasion of personal space</li> <li>• A combination of any of the types listed.</li> </ul>
<b>Cyber</b>	<ul style="list-style-type: none"> <li>• <b>Denigration:</b> Spreading rumors, lies or gossip to hurt a person’s reputation</li> <li>• <b>Harassment:</b> Continually sending vicious, mean or disturbing messages to an individual</li> <li>• <b>Impersonation:</b> Posting offensive or aggressive messages under another person’s name</li> <li>• <b>Flaming:</b> Using inflammatory or vulgar words to provoke an online fight</li> <li>• <b>Trickery:</b> Fooling someone into sharing personal information which you then post online</li> <li>• <b>Outing:</b> Posting or sharing confidential or compromising information or images</li> <li>• <b>Exclusion:</b> Purposefully excluding someone from an online group</li> <li>• <b>Cyber stalking:</b> Ongoing harassment and denigration that causes a person considerable fear for his/her safety</li> <li>• Silent telephone/mobile phone call</li> <li>• Abusive telephone/mobile phone calls</li> <li>• Abusive text messages</li> <li>• Abusive email</li> <li>• Abusive communication on social media or games consoles</li> <li>• Abusive website comments/Blogs/Pictures</li> <li>• Abusive posts on any form of communication technology</li> </ul>
<b>Identity Based Behaviours</b>	
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).	
<b>Homophobic and Transgender</b>	<ul style="list-style-type: none"> <li>• Spreading rumours about a person’s sexual orientation</li> <li>• Taunting a person of a different sexual orientation</li> <li>• Name calling e.g. Gay, queer, lesbian...used in a derogatory manner</li> <li>• Physical intimidation or attacks</li> <li>• Threats</li> </ul>

Race, nationality, ethnic background and membership of the Traveller community	<ul style="list-style-type: none"> <li>• Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background</li> <li>• Exclusion on the basis of any of the above</li> </ul>
Relational	<p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"> <li>• Malicious gossip</li> <li>• Isolation &amp; exclusion</li> <li>• Ignoring</li> <li>• Excluding from the group</li> <li>• Taking someone's friends away</li> <li>• "Bitching"</li> <li>• Spreading rumours</li> <li>• Breaking confidence</li> <li>• Talking loud enough so that the victim can hear</li> <li>• The "look"</li> <li>• Use or terminology such as 'nerd' in a derogatory way</li> </ul>
Sexual	<ul style="list-style-type: none"> <li>• Unwelcome or inappropriate sexual comments or touching</li> <li>• Harassment</li> </ul>
Special Educational Needs, Disability	<ul style="list-style-type: none"> <li>• Name calling</li> <li>• Taunting others because of their disability or learning needs</li> <li>• Taking advantage of some pupils' vulnerabilities and limited capacity to recognise and defend themselves against bullying</li> <li>• Taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and social cues.</li> <li>• Mimicking a person's disability</li> <li>• Setting others up for ridicule</li> </ul>

### Relevant Teachers

The relevant teachers for investigating and dealing with bullying in accordance with the Anti-Bullying Procedures for Primary & Post Primary Schools – section 6:7.6, 6:7.7 - are as follows:

1. Principal
2. Deputy Principal
3. Assistant Principal
4. All Class Teachers
5. Special Education Teachers

The following education and prevention strategies (including strategies specifically aimed at cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying) that may be used by the school are:

### 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.
- 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 the 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 teachers.
- School-wide awareness raising and training on all aspects of bullying, to include pupils, parents / guardians 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 student council in contributing to a safe school environment e.g. Buddy system, mentoring, Lunchtime Buddies 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 displayed publicly in classrooms and in common areas of the school.
- The school's anti-bullying policy is discussed with pupils and all parents/guardians are given a copy as part of the Code of Behaviour of the school on enrolment.
- The implementation of regular (e.g. per year) whole school awareness measures e.g. a dedicated notice board in the school and classrooms on the promotion of friendship, and bullying prevention; annual Anti bullying Week and parents/guardians seminars organised by PTT.; annual student surveys during Anti Bullying Week; regular school assemblies by principal.
- 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 e.g. in the morning, when heading out to break, or ask 'Can I speak to you in private, please?'
  - Hand up note up with homework.
  - Anti-bully or Worry box
  - Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- Identify clear protocols to encourage parents/guardians to approach the school if they suspect that their child is being bullied. Parents are expected to report bullying to the class teacher as soon as they are aware of it.
- 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.

### Implementation of curricula

- The full implementation of the SPHE and 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.
- School wide delivery of lessons on
  - Relational aggression (Cool School Programme: A Friend in Deed),
  - Cyber Bullying (#UP2US, Be Safe-Be Web wise, Think Before you Click, Let's Fight it Together, Web wise Primary teachers' resources),
  - Homophobic and Transphobic Bullying (Growing up LGBT, Stand Up Programme, The Trust pack )
  - Diversity and Inter-culturalism, 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 level. These lessons, delivered by Community Gardaí, 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 consider the implement of advice in "Sexual Orientation advice for schools" (RSE Primary, see booklet).



## Appendix A: Care Team Members:

## i. 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); Every effort will be made to ensure that all involved (including pupils, parents/guardians) understand this approach from the outset.

## ii. 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), bus escorts, caretakers, cleaners 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 (see section i ).
- In investigating and dealing with bullying, the relevant teacher will exercise 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.
- When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner.
- If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements.

- Each member of a group should be supported through the possible pressures that may face them from the other members of the group after the interview by the teacher.
- It may also be appropriate or helpful to ask those involved to write down their account of the incident(s).
- In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parent(s)/guardian(s) of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy). The school should give parent(s)/guardian(s) an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports provided to the pupils.
- Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to her how she is in breach of the school's anti-bullying policy and efforts should be made to try to get her to see the situation from the perspective of the pupil being bullied.
- It must also be made clear to all involved (each set of pupils and parent(s)/guardian(s)) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parent(s)/guardian(s) and the school;

#### **Follow up and recording:**

In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of 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 parent(s)/guardian(s) or the school Principal or Deputy Principal.
- Follow-up meetings with the relevant parties involved should be arranged separately with a view to possibly bringing them together later if the pupil who has been bullied is ready and agreeable.
- Where a parent(s)/guardian(s) is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent(s)/guardian(s) must be referred, as appropriate, to the school's complaints procedures.
- If a parent(s)/guardian(s) has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parent(s)/guardian(s) of their right to make a complaint to the Ombudsman for Children.

#### **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. incident book. 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 her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.
- The school in consultation with the relevant teacher/s should develop a protocol for the storage of all records retained by the relevant teacher.

#### **Formal Stage 2-Appendix 3 (From DES Procedures)**

The relevant teacher must use the recording template attached to record the bullying behaviour in the following circumstances:

- In cases where the teacher considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after they have determined that bullying behaviour occurred: and
- All confirmed instances of bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable.
- The recording template must be retained by the relevant teacher in question and a copy maintained by the principal.

**Teachers' records are retained in a secure space in the teacher's classroom. All report templates given to the Principal will be retained in the filing cabinet in the Principal's Office.**

Established intervention strategies:

- Teacher interviews with all pupils.

- Negotiating agreements between pupils and following these up by monitoring progress. This can be on an informal basis or implemented through a more structured mediation process.
- Working with parent/guardian to support school interventions.
- No Blame Approach
- Circle Time
- Restorative interviews.
- Restorative conferencing.

### Implementing questionnaires

Powerscourt National School may explore these interventions further:

- The traditional successful disciplinary approach
- Strengthening the victim
- Mediation
- Restorative Practice
- The Support Group Method
- The Method of Shared Concern

7. Powerscourt N.S. provides opportunities designed to raise children's self-esteem, to develop friendships and social skills and build resilience e.g.

- SPHE Lessons
- Stay Safe Programme
- Walk Tall
- NEPS programmes on [www.neps.ie](http://www.neps.ie)
- Anti Bullying Week
- Buddy system
- Care Team Support inc Social Skills Group
  - Group work such as circle time

If pupils require counselling or further supports the school will endeavour to liaise with the appropriate agencies to organise same. NEPS will also be contacted for advice.

Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.

### 8. Supervision and Monitoring of Pupils

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

There are agreed supervision and monitoring practices in the school

**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.

This policy and its implementation will be reviewed by the Board of Management annually.

Signed:   
(Chairperson of Board of Management)

Date: 20/2/2024