



Edenmore National School

Anti-Bullying Policy

1. In accordance with the requirements of the *Education (Welfare) Act 2000* and the code of behavior guidelines issued by the NEWB, the Board of Management of Edenmore N.S. has adopted the following anti-bullying policy within the framework of the school's overall code of behavior. This policy fully complies with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools* which were published in September 2013.

<https://www.gov.ie/en/publication/cb6966-anti-bullying-procedures-for-primary-and-post-primary-schools/>

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) 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;
- b) Effective leadership;
- c) A school-wide approach;
- d) A shared understanding of what bullying is and its impact;
- 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 through inviting external agency Zeeko to give workshops for both parents and pupils.
- f) Effective supervision and monitoring of pupils;
- g) Supports for staff;
- h) Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
- i) On-going evaluation of the effectiveness of the anti-bullying policy



Edenmore National School

Anti-Bullying Policy

3. 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 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 Learning Code (Code of Behaviour)

This definition of bullying includes a wide range of behaviour, whether verbal or written, whether physical or social, whether targeting person or property, whether carried out directly or indirectly or through any electronic or other medium, which could harm a pupil or undermine her/his self-esteem or self-confidence.

See **Appendix 1** for a list of specific examples of bullying behaviour. This list is not exhaustive.

Additional information on different types of bullying is set out in Section 2 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*.



Edenmore National School

Anti-Bullying Policy

4. Roles and Responsibilities

All teaching staff are deemed as 'Relevant Teacher(s)' for investigating and dealing with bullying in Edenmore National School. The class teacher usually assumes this role in a Primary School. In accordance with the School Learning Code, the Deputy Principal or Principal may become involved in the situation, if additional support is required at any time.

Despite our Learning Code promoting a fresh start each week, a record will be kept of repeat offences of pupils as a means of identifying patterns of behaviour to aid early detection of potential bullying cases.

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.

If Parents have a concern in relation to bullying, contact should be made with the classroom teacher as soon as possible to aid with the early detection and intervention.

5. Education and Prevention Strategies

The education and prevention strategies (including strategies specifically aimed at cyber-bullying and identity based bullying) used by the school are as follows:

- Restorative Practice strategies implemented by whole staff to promote the fostering and rebuilding of relationships in a positive, structured and fair manner
- Each term, a specific week is dedicated to the promotion and fostering of relationships. These include: Anti-bullying Week, Friendship Week and Well-being Week. During these dedicated Weeks, the Wellbeing Committee provide resources to the whole school to promote these themes.
- The Stay Safe is taught to all classes in Term 3 of every school year and some SPHE lessons do touch on bullying-related issues.
 - Pupils are helped to examine the issue of bullying in a calm rational way, outside of the tense context of particular bullying incidents. In the process they are made more aware of the nature of bullying and the various forms that it can take.



Edenmore National School

Anti-Bullying Policy

- Pupils are made aware that the consequences of bullying behaviour are always bad for those who are targeted, even if this is not always obvious at the time.
- Pupils are encouraged to recognise, reject and report bullying behaviour, either spontaneously or through questionnaires that are regularly used in the school.
- Information Leaflets are given to Parents that explain bullying to promote increased awareness and understanding
- External agencies such as Zeeko are employed to deliver specialized presentations to pupils and staff on 'Internet Safety & Cyber Bullying' and presentations are also delivered to parents so that attention is drawn to this as a school community..
- Through school newsletters and Aladdin, parents/guardians are regularly informed of the activities of the school 'Well-being Committee' and encouraged to support its work.
- A School Buddy system is organised between younger and older pupils at the beginning of each year to promote kindness and connection across the school. Activities are organised on a Friday afternoon for the Buddies.
- Transfer Programmes for 6th Class is delivered by the School Completion Programme.

6. Procedures for Investigation, Follow-up and Recording of Bullying Behaviour

The school's procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows:

- The 'Relevant Teacher' investigates all instances of reported or suspected bullying behaviour, whether these take place within the school or outside it, with a view to establishing the facts and bringing any such behaviour to an end. Restorative Practice questioning is used to ensure that pupils are treated with respect during this process.
- The School, through the 'Relevant Teacher' reserves the right to ask any pupil to write an account of what happened, as part of an investigation. This will be a standard procedure and does not necessarily imply that a pupil is guilty of misbehaviour.
- Pupils who are alleged to have been involved in bullying behaviour are interviewed by the 'Relevant Teacher' to establish the nature and extent of the behaviour and any reasons for it.



Edenmore National School

Anti-Bullying Policy

Restorative Practice methodologies are used to ensure this is done in a respectful, fair and consistent manner across the whole school.

- In using Restorative Practice strategies and questions (See Appendix 2) the 'Relevant Teacher' does not apportion blame but rather treats bullying behaviour as a 'mistake' that can and must be remedied.
 - 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. Parent(s)/guardian(s) will be contacted by the 'Relevant Teacher' and informed of the nature and extent of the bullying behaviour.
- Further bullying behaviour is regarded as a very serious matter and the appropriate sanction will be imposed by the Principal and the Board of Management (See sanctions below) in accordance with the School's Learning Code (Discipline) Policy.
- All documentation regarding bullying incidents and their resolution is retained securely in the school.

7. Supporting pupils affected by Bullying:

At Edenmore National School, the Wellbeing of our pupils is paramount to our school ethos and every effort is made to ensure that our school is a safe and happy place for every member of our school community. The school will support any pupils affected by bullying in the following ways:

- Social and emotional support may be provided by our Special Educational Team if deemed beneficial.
- The teacher will adapt SPHE lessons to address any relevant issues at a whole class level to ensure that classroom is a positive environment for all. These lessons will aim to raise children's self-esteem by encouraging them to become involved in activities that help develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school).
- Restorative Practice circle time will be used regularly to promote empathy, respect and harmony amongst the pupils.
- If required, the school may engage with external agencies to provide more specialised services that will help particular situations. If deemed appropriate, the school Support team may also



Edenmore National School

Anti-Bullying Policy

contact parents to inform them of external agencies that offer 1:1 support for victims of bullying.

- Implementing a 'buddy system' in the class (*if applicable*),
8. The Board of Management confirms that the school will, in accordance with its obligations under equality legislation, take all such steps as 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.
 9. This policy was adopted by the Board of Management on 26/05/22.
 10. This policy has been made available to school personnel, issued to the Parents' Association and to all parents via Aladdin and published on the school website. A copy of this policy will be made available to the Department of Education and to the Patron if requested.
 12. This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website and provided to the Parents' Association. A record of the review and its outcome will be made available to the Department of Education and Skills and to the Patron if requested.



Edenmore National School

Anti-Bullying Policy

School Position on Bullying

The Edenmore school community believes that each pupil has a right to an education free from fear and intimidation.

The school regards bullying as a serious infringement of individual rights and a serious threat to the self-esteem and self-confidence of targeted pupil(s). Therefore, it does not tolerate bullying of any kind.

Every report of bullying is treated seriously and dealt with, having due regard for the well being of the targeted pupil(s) and the perpetrator(s).

A Wellbeing Committee made up of staff members, exists to cultivate a positive school environment free from bullying, where the emphasis is placed on positive interactions.

The immediate priority, should a bullying incident occur, is ending the bullying, (*thereby protecting the person(s) being targeted*) and resolving the issues and restoring the relationships involved insofar as is practicable using a 'Reform, not Blame' approach through the use of Restorative Practice strategies.

All pupils are expected to contribute to the creation and maintenance a safe environment in the school. On becoming aware of any bullying situation, in or outside the school, involving members of the school community they should notify a trusted responsible adult. Bullying behaviour is too serious not to report.

Pupils' participation in school life in general is encouraged through existing school structures. Awareness of bullying, and willingness to take action to prevent or stop it, is part of this participation.

This Anti-Bullying Policy was adopted by the Board of Management on **05/10/2022**

Signed: *[Signature]*
Chairperson of Board of Management

Signed: *[Signature]*
Principal to the Board of Management

Date: 5.10.22

Date: 5/10/22



Edenmore National School

Anti-Bullying Policy

Appendix 1.

Bullying can take a number of forms. These may include any of the following (this list is not exhaustive):

- **Repeated aggressive behaviour/attitude/body language, for example:**
 - Shouting and uncontrolled anger
 - Personal insults
 - Verbal abuse
 - Offensive language directed at an individual,
 - Continually shouting or dismissing others
 - Public verbal attacks/criticism
 - Domineering behaviour
 - Open aggression
 - Offensive gestures and unwanted physical contact
- **Intimidation, either physical, psychological or emotional, for example:**
 - Treating in a dictatorial manner
 - Ridicule
 - Persistent slagging
 - Deliberate staring with the intent to discomfort
 - Persistent rudeness in behaviour and attitude toward a particular individual
 - Asking inappropriate questions/making inappropriate comments re. personal life/family
 - Asking inappropriate questions/making inappropriate comments re. social life or schoolwork
- **Interference with property, for example:**
 - Stealing/damaging books or equipment
 - Stealing/damaging clothing or other property
 - Demanding money with menaces
 - Persistently moving, hiding, or interfering with property
 - Marking/defacing property
- **Undermining/Public or Private Humiliation, for example:**
 - Condescending tone
 - Deliberately withholding significant information and resources
 - Writing of anonymous notes
 - Malicious, disparaging, or demeaning comments
 - Malicious tricks/derogatory joke,
 - Knowingly spreading rumours



Edenmore National School

Anti-Bullying Policy

Belittling others' efforts, their enthusiasm or their new idea,

Derogatory or offensive nicknames (name-calling)

Using electronic or other media for any of the above (cyber bullying,

Disrespectfully mimicking a particular individual in his/her absence

Deliberately refusing to address issues focusing instead on the person

- **Ostracising or isolating, for example:**

Deliberately marginalising an individual

Deliberately preventing a person from joining a group

Deliberately preventing from joining in an activity, schoolwork-related or recreational

Blaming a pupil for things s/he did not do



Edenmore National School

Anti-Bullying Policy

Appendix 2: Restorative Practice Questions

At Edenmore National School we take a restorative approach in dealing with conflict resolution and repairing of relationships. Our staff have completed whole-school training (8 hours) on this and we incorporate this approach throughout our daily interactions.

During times of conflict, pupils will be asked the following questions:

- 1) What happened?
- 2) What were you thinking at the time?
- 3) Who has been affected?
- 4) What would you do differently?
- 5) What needs to happen next?