



**TYRRELSTOWN EDUCATE TOGETHER  
 NATIONAL SCHOOL**  
 Phone: 01 - 8272172  
 Roll No: 20201V

# Anti-Bullying Policy

Status	Approved
Version	3.0
Reviewers	BOM, Principal, Deputy Principal, All teaching staff at TETNS
Purpose	To outline the anti-bullying policy implemented by Tyrrelstown Educate Together National School (TETNS)

Approved by	M. Hayes (22/06/2015)	D. Procopio (22/06/2015)
	_____ (Principal)	_____ (Chairperson)
Reviewed by Board of Management and reported to Patron	M. Hayes (16/11/2017)	H. Murphy (16/11/2017)
	_____ (Principal)	_____ (Chairperson)
Proposed Review Date	November 2018	

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# 1. INTRODUCTION

This anti bullying policy, in conjunction with the code of behaviour, has been adopted by the Board of Management of Tyrrelstown ETNS in accordance with the Education Welfare Act 2000 and the Code of Behaviour guidelines issued by the NEWB. It also fully, complies with the Anti-Bullying procedures for Primary and Post-Primary schools, published in September 2013.

The scope of this policy is solely pupil bullying. Adult bullying shall be dealt with in a separate policy.

## 2. AIMS

The aim of this policy is:

- a. To promote our school ethos; respect for everyone as individuals and the promotion of a positive atmosphere in which each child can learn and grow to reach their full potential.
- b. To raise awareness of bullying as an unacceptable form of behaviour with school management, teaching and non-teaching staff, pupils and parents/guardians.
- c. To outline the school's methods of promoting an inclusive environment, therefore preventing bullying
- d. To clearly define bullying
- e. To identify the signs of bullying
- f. To identify the roles and responsibilities of all school personnel in relation to bullying
- g. To define the procedure for dealing with incidents of bullying

## 3. PROMOTING AN INCLUSIVE ENVIROMENT

- a. The school ethos fosters a positive school culture and climate which:
  - i. Is welcoming of difference and diversity and is based on inclusivity
  - ii. Encourages children to disclose and discuss incidents of bullying behavior in a non-threatening environment
  - iii. Promotes respectful relationships across the school community.
- b. Education and Prevention strategies will include:
  - i. A school-wide approach to the fostering of respect and inclusivity for all members of the school community.
  - ii. 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.
  - iii. 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.

- iv. Involvement of the student council in contributing to a safe school environment  
Development and promotion of an Anti-Bullying charter for the school-to be included in student journals and displayed publicly in classrooms and in common areas of the school. Pupils will sign the school anti-bullying charter at the beginning of each school year.
  - v. The school's anti-bullying policy is discussed with pupils and all parent(s)/guardian(s) are requested to read our behaviour & anti-bullying policies on the school website.
  - vi. The implementation of regular whole school awareness measures e.g. Group Assemblies by Principal or Deputy Principal, Class of the Week, Student Council etc.
  - vii. Encourage a culture of telling/reporting, 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.
  - viii. Ensuring that pupils know who to tell and how to tell, e.g.:
    - ix. Direct approach to teacher at an appropriate time, e.g. after class.
    - x. Hand note up with homework.
    - xi. Get a parent(s)/guardian(s) or friend to tell on your behalf.
    - xii. Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
  - xiii. Clear protocols are in place to encourage parent(s)/guardian(s) to approach the school if they suspect that their child is being bullied.
  - xiv. Our 'Acceptable Use Policy' includes the necessary steps to ensure that the access to technology within the school is strictly monitored, as is the pupils' use of mobile phones.
  - xv. 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.
- c. Implementation of curricula
- i. Learn Together – relevant strands of the curriculum
  - ii. SESE
  - iii. SPHE – STOP, THINK, DO, Stay Safe, Walk Tall.
  - iv. RSE
  - v. English
  - vi. Drama
  - vii. Art

## 4. WHAT IS BULLYING?

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

Isolated incidents of aggressive behaviour, including once-off offensive text messaging/private messaging, do not fall under the definition of bullying, but will be dealt with in accordance with the school's code of behaviour. However, in the

context of this policy, placing a once-off offensive public message/image/statement on a social network site/forum where it can be viewed/repeated/commented on by other people will be regarded as bullying behaviour.

The following list identifies examples of bullying, while this list is not exhaustive it is intended to provide examples of typical bullying behaviour:

<p><b>General behaviours which apply to all types of bullying</b></p>	<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>
<p><b>Cyber</b></p>	<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 networks e.g.</li> </ul>

	<p>Facebook/ Ask.fm/ Twitter/You Tube or on games consoles</p> <ul style="list-style-type: none"> <li>•Abusive website comments/Blogs/Pictures</li> <li>•Abusive posts on any form of communication technology</li> </ul>
<p><b>Identity Based Behaviours</b>  <b>Including any of the nine discriminatory grounds mentioned in Equality Legislation</b>  (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).</p>	
<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>
<b>Race, nationality, ethnic background and membership of the Traveller community</b>	<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>
<b>Relational</b>	<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 of terminology such as ‘nerd’ in a derogatory way</li> </ul>
<b>Sexual</b>	<ul style="list-style-type: none"> <li>•Unwelcome or inappropriate sexual comments or touching</li> <li>•Harassment</li> </ul>
<b>Special Educational Needs, Disability</b>	<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</li> </ul>

	<p>cues.</p> <ul style="list-style-type: none"> <li>• Mimicking a person's disability</li> <li>• Setting others up for ridicule</li> </ul>
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## 5. SIGNS OF BULLYING

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

- anxiety about travelling to and from school – requesting parents to drive or collect them, changing route of travel, avoiding regular times for travelling to and from school;
- unwillingness to go to school, refusal to attend, mitching;
- deterioration in educational performance, loss of concentration and loss of enthusiasm and interest in school;
- pattern of physical illnesses (e.g. headaches, stomach aches);
- unexplained changes either in mood or behaviour; it may be particularly noticeable before returning to school after weekends or more especially after longer school holidays;
- visible signs of anxiety or distress – stammering, withdrawing, nightmares, difficulty in sleeping, crying, not eating, vomiting, bedwetting;
- spontaneous out-of-character comments about either pupils or teachers;
- possessions missing or damaged;
- increased requests for money or stealing money;
- unexplained bruising or cuts or damaged clothing;
- reluctance and/or refusal to say what is troubling him/her

## 6. ROLES AND RESPONSIBILITIES

This section outlines the roles that the different parties play in preventing bullying.

### a. Board of Management

The Board of Management is responsible for ensuring that all members of the school community are enabled to deal effectively with bullying. The Board is committed to providing time and resources for the implementation of the anti bullying policy. The Board will ensure that proper supervisory and monitoring measures are in place to prevent bullying and to deal with incidents appropriately as they arise, with the sanctions outlined in the Code Of Behaviour.

### b. School Staff (Teaching and Ancillary staff)

- The school staff shall foster an atmosphere of friendship, respect and tolerance. Children's self-esteem will be developed through celebrating individual differences, achievements, acknowledging and rewarding good behaviour and providing opportunities for success throughout the curriculum and school.

- ii. Teachers shall help pupils to develop empathy by discussing feelings and trying to put themselves in the place of others. The formal school curriculum may also be used to educate all pupils against bullying behaviour as outlined in section 3.
- iii. Relationships with pupils shall be based on mutual respect and trust so that pupils shall have confidence in the school staff. Teachers shall be vigilant, respond sensitively and caringly to pupils who disclose incidence of bullying and investigate all disclosed incidents of bullying as outlined in section 7.

**c. Pupils**

Pupils are expected to be tolerant and to have mutual respect for each other, as per curriculum learning in Section 3. Pupils should report incidents of bullying to their parents and teachers as per Section 7.

**d. Parents**

Parents should develop their child's awareness and acceptance of difference. They should encourage children to solve difficulties without resorting to aggression. They should support the school's anti-bullying policy. They should be vigilant and watch out for signs and symptoms that their child is being bullied or bullying. If they have concerns regarding bullying they should make an appointment to see the class teacher and/or principal.

## **7. PROCEDURE FOR DEALING WITH BULLYING**

Every individual has a right to enjoy school and to be a part of a safe and happy learning environment. We want our school to be a caring place and expect everyone to look out for each other and report any incidents of bullying behaviour. Bullying behaviour can only be dealt with effectively when it is reported. The following steps shall be taken by a teacher, when dealing with incidents of bullying that has been reported to them by anyone concerned (pupil, parent, friend, teacher, non-teaching school personnel).

1. The incidents shall be recorded in writing
2. The principal shall be informed.
3. The incidents shall be investigated by the teacher and all parties involved shall be interviewed. The principal shall be involved in the investigation process if deemed necessary and/or the incidents are of a serious nature.
4. The principal shall inform the parents/guardians of the victim and the bully/ies.
5. The principal shall inform the bully/ies and their parents/guardians that bullying is a breach of the Code of Behaviour and shall be dealt with by the sanctions outlined in the Code of Behaviour Policy.
6. If the bullying behaviour continues, procedures up to and including suspension may be invoked. A very serious single incident may warrant immediate suspension.
7. Help and support shall be arranged for both the victim and the bully/bullies.



8. The situation shall be monitored on an ongoing basis.

## 8. REFERENCES

- a. Department of Education and Science Guidelines on Countering Bullying Behaviour in Primary and Post Primary Schools (1993) available on DES website [www.irlgov.ie/educ](http://www.irlgov.ie/educ)
- b. Education Welfare Act 2000
- c. Code of Behaviour Guidelines issued by NEWB
- d. Anti-Bullying Procedures for Primary and Post-Primary Schools, September 2013.
- e. Responding to Bullying. First Steps for Teachers. The Cool School Programme. NE Health Board
- f. Investigating and Resolving Bullying in Schools. The Cool School Programme. NE Health Board
- g. Prompt Questions Towards Drafting an Anti-Bullying Policy, 2007, PPDS
- h. Guidelines for Principals on Including Lesbian, Gay and Bisexual Students in School Policies, 2011, [www.glen.ie](http://www.glen.ie)
- i. Code of Behaviour, 2011, TETNS
- j. SPHE Plan, 2011, TETNS

## 9. DOCUMENT HISTORY

Version	Description
V 0.1	First draft compiled using the following sources, the INTO Bullying sample policy and the DES document "Guidelines on Countering Bullying Behaviour in Primary and Post Primary Schools 1993"
V 1.0	Policy Agreed and approved by TETNS Board of Management November 2010
V 1.1	Draft compiled to ensure that the policy caters for the issues outlined in Guidelines for Principals on Including Lesbian, Gay and Bisexual Students in School Policies, 2011, <a href="http://www.glen.ie">www.glen.ie</a>
V 1.2	Draft updated to include review comments from TETNS Staff
V 2.0	Approved and agreed by TETNS Board of Management August 2011
V 3.0	Draft updated to include new guidelines. (June 2015). Approved by TETNS Board of Management and reviewed annually in accordance with the checklist set out in Appendix 4 of the Department's Anti-Bullying Procedures for Primary and Post-Primary Schools. Details of review are forwarded to Patron before 1 <sup>st</sup> December annually.