Glasnevin ETNS
Griffith Avenue
Glasnevin
D11 A2YT
Ph: 01-8572086
scoilgetns@gmail.com
www.get.ie
Roll No: 20168D

Anti-Bullying Policy

The policy is prepared in accordance with the requirements of the Education (Welfare) Act 2000. The Board of Management of Glasnevin ETNS has adopted the following Anti-Bullying Policy within the framework of the school's overall Code of Positive 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.

During school year 2021-2022 the staff received training in Restorative Practice by the Professional Development Service for Teachers (PDST).

Restorative Practice (RP) is based primarily on a set of core values and the explicit promotion and enhancement of particular skills such as the ability to empathise and to find solutions to specific problems. This practise allows for building trust between and with people. It provides a structured approach in the form of a scaffold, which helps build and sustain relationships, and provides a focus which allows for the potential growth of positive relationships to become established between people. It also provides a platform for dealing with conflict in a healthy manner when conflict occurs. As defined by PDST Professional Development Service for Teachers

During School year 2022-2023 we began the roll out of this RP approach, this includes:
Using a set of 6 questions to guide RP conversations.
Regular circle time to build relationships and to deal with issues arising.

***Restorative Conversations: When minor conflict or challenging behaviour has occurred, conversations take place with one or more children to examine who has been affected and how to address the harm that has been caused.*

This RP approach ties in well with our schools' position on bullying and supports investigations. RP conversations can sometimes help to prevent issues arising from developing into a bullying situation. They can also help with establishing if bullying is occurring; and with resolving issues. The same basic procedures apply, the language and approach are different.

Staff in Glasnevin have familiarised themselves with the Cineáltas: Action Plan on Bullying 2023 - 2027

Updated May 2015, September 2015, September 2016
Checklist complete Nov 2017, Oct 2018

School Position on Bullying

As per the DES anti-bullying procedures a school wide approach to dealing with bullying behaviour is a key element of best practice.

Key to addressing bullying, within the school environment, is the fostering of an ethos under which bullying is unacceptable. A school wide anti-bullying ethos is enhanced and supported by:

- The development of a school wide anti-bullying policy.
- A climate that encourages the disclosure of bullying behaviour.
- Anti-bullying awareness raising measures amongst teachers, students and parents.
- A school wide agreement regarding procedures and supports.
- Collaboration with local agencies.
- Ongoing evaluation of the overall effectiveness of the anti-bullying work.

The Glasnevin ETNS 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, dignity and the protection of the targeted pupil(s) and the perpetrator(s). The process is very clear and transparent as outlined in this policy. Individual's right to confidentiality will be upheld, as appropriate.

An 'Anti-Bullying Team,' made up of the whole staff, exists to cultivate an environment free from bullying.

The culture of the school is that it is a Telling School. The pupils are frequently encouraged to be a brave upstander; to stand up to bullying behaviours; and not a bystander (part of the problem). Pupils are frequently reminded to tell staff members when they witness misbehaviour. The children are made aware of the importance of telling. They are assured that this is not telling tales. They are reassured that this telling will help the target and the perpetrator.

Parents and all adults in the whole school community have a responsibility to uphold the ethos of an environment free from bullying.

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.

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.

Anti-Bullying Policy

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,

Promotion of 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, class surveys on a regular basis, and workshops) that –

Build empathy, respect and resilience in pupils; wellbeing work e.g. Weaving wellbeing

Explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying

(f)   Effective supervision and monitoring of pupils

(g)   Supports for staff

(h)   Effective and clear follow up of bullying behavior including investigation, intervention strategies and consistent recording and

(i)   On-going evaluation of the effectiveness of the anti-bullying policy

What is Bullying (See Appendix 1)

Bullying is targeted behaviour, online or offline, that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society. *(Definition from Action Plan 2023 – 2027)*

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. (Anti-Bullying Procedures for Primary and Post-Primary Schools bullying 2013)

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 code of behaviour.

This definition 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.

Appendix 1 gives 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.*

The "Relevant Teacher(s)" for investigating and dealing with bullying in this school is/are as follows:

The class teacher/s. (This will include all teachers in the school e.g Additional Needs Teachers and the teachers on yard duty).

("*At primary level, the relevant teacher will normally be the class teacher.*" Procedures 6.8.3).

School Wide Approach (See Appendix 2).

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

- The anti-bullying module of the SPHE programme applies during each school year.

- At least five awareness-raising exercises per school year for each class group, pro-actively explaining the nature and variety, causes, consequences and unacceptability of bullying, during one week every second month (e.g. Oct, Dec, Feb, April, June).

- The school's anti bullying policy is discussed with pupils and all parents/guardians are given a copy as part of the Code of Positive Behaviour of the school, every year.

- We strongly 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. We endeavor to create a culture of honesty and trust, fully mindful of the challenges pupils face when dealing with bullying.

- Clear protocols encourage parents/guardians to approach the school if they suspect that their child is being bullied, initial communication is generally through Aladdin. Alternatively contact can be made through school email or phone.

- Our Acceptable Use Policy in the school includes the necessary steps to ensure that the access to technology within the school is strictly monitored.

- 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.

- 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.

- Through presentations or other exercises, the school staff and parents/guardians are made aware of the nature of bullying and the signs that might indicate that a pupil is being bullied. They are encouraged to be vigilant in watching out for signs of bullying and to report any suspicion of bullying they may have to the class teacher.

- Through regular reports in school newsletters and other communications as well as at meetings with parent/guardian groups, parents/guardians are regularly informed of the activities of the school 'Anti-Bullying Team' and encouraged to support its work.

- Use of pupil surveys.

- Restorative Practice and wellbeing work: Circle time; RP questions; Weaving Wellbeing programme for all pupils (school/home link)

- Values based work monthly; Learn Together programme

Investigation, follow up and recording (See Appendix 3)

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 in line with section 6.8 of the Anti-Bullying procedures for primary schools. Staff will also use the principles of restorative practice.

Reporting Bullying Behaviour

Any pupil or parent/guardian may bring a bullying incident to any teacher in the school. The Principal must be informed either by the parent/guardian or the teacher concerned.

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, Additional Needs Assistants, bus escorts, caretakers and cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher.

1. Investigating and dealing with incidents

The primary aim for the relevant teacher 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:

- The class 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.
- Teachers should take a calm, unemotional problem-solving approach.
- Where possible, incidents should be investigated outside of the classroom situation to ensure the privacy of all involved.
- All conversations should be conducted with sensitivity and with due regard to the rights of all pupils concerned, including their right to confidentiality, where appropriate. 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. The child's age and stage of development will be taken into consideration, and questions differentiated accordingly. RP questions will also guide this process.
- If a group is involved, each member should be interviewed individually at first.
- Thereafter, all those involved *may* be met as a group, if agreeable with all. 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. Otherwise, a consensus will be agreed without bringing all involved together.
- Each member of a group should be supported through the possible pressures that may face them from other members of the group, after the conversation with the teacher. It also may be appropriate or helpful to ask those involved to write down their account of the incident(s).
- Close monitoring: following an allegation of bullying or where bullying is suspected; all the children involved will be closely monitored by specific individual staff members, initially for a period of 10 days.
- During the investigating and monitoring stage, where appropriate, parents may be informed; In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parents/guardians of the parties involved will 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 parents/guardians 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. While all bullying is completely unacceptable, the seriousness of the

bullying behaviours and the individual child's role within it will be considered; and follow up actions will be in line with this.

Each situation will be dealt with on a case-by-case basis as every situation is unique and complex.

Parents 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.

It must also be made clear to all involved (each set of pupils and parents) that in any situation where sanctions are required, this is a private matter between the pupil being disciplined, his or her parents/guardians and the school.

The principal shall be informed at all stages of the investigation.

2. Follow up and recording

While it is hoped that the class teacher will carry out the following, it may be deemed necessary to have intervention/support of the principal.

The school, through the class teacher (as much as is possible) reserves the right to ask any pupil to write an account of what happened, as part of an investigation. This does not necessarily imply that a pupil is guilty of misbehaviour.

- Any pupil who is alleged to have been involved in bullying behaviour will be questioned by the class teacher. The aim is to establish the nature, and extent of the behaviour, and any reasons for it. The class teacher does not apportion blame but rather treats bullying behaviour as a "mistake" that can and must be remedied, emphasising that the intention is not to punish perpetrators but to talk to them, to explain how harmful and hurtful bullying is and to ensure that it will stop. If infant class children are involved, visuals can aid explanation.
- If pupils have been involved in bullying behaviour, their parents are informed, and conversations are held, using the principles of restorative practice where the focus is on repairing the harm done and restoring relationships, and a resolution is agreed (with an emphasis on no further bullying behaviours occurring).
- Follow-up meetings with the relevant parties involved should be arranged separately with a view to hopefully bringing pupils together at a later date, if the pupil who has been bullied is ready and agreeable. This can have a restorative and therapeutic effect.
- When an investigation is completed the class teacher will write up a report in the standardised template (Appendix 3), to include the findings of the investigation, the strategy adopted and the outcome of the intervention, as well as any other

relevant information. This report should be given to the Principal, who will store it in a secure location in the Principal's office. The Principal reports all bullying incidents to the Board of Management, setting out the overall number of bullying cases reported (by means of the bullying recording template at Appendix 3).

- Where the unwanted behaviours have stopped, that will be the end of the matter. Pupils who report bullying therefore are not getting others "in trouble" so much as enabling them to get out of trouble, into which, they may ultimately get, if the bullying continued.

- Where the bullying behaviour continues, this can then no longer be considered a "mistake."   In this event parent(s)/guardian(s) will be informed and where deemed necessary and in the interests of the pupil, parents will be included a meeting with the principal and relevant staff members. Further bullying behaviour is regarded as a very grave matter and a serious sanction may be imposed by the school authorities (See sanctions below).

- Close monitoring: in any confirmed bullying cases, all the children involved will be closely monitored by specific staff members. There will be on-going monitoring of the situation even if the behaviours have stopped.

All documentation regarding bullying incidents and their resolution is retained securely in the school.

Where a parent/guardian is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent/guardian must be referred, as appropriate, to the school's complaints procedures.

If a parent/guardian has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parents/guardians of their right to make a complaint to the Ombudsman for children.

3. Sanctions: Where a pupil has been found to be engaged in bullying behaviour, any of the following sanctions may be imposed:

Pupil/s may be required to take part in a Restorative Practice meeting with staff; this may include the principal.

Parent(s)/guardian(s) may be contacted by the class teacher&/principal and informed of the nature and extent of the bullying behaviour with a view to agreeing a strategy to end the bullying behaviour; this may include taking part in a meeting with relevant staff members.

Parent(s)/guardian(s) may be invited to a meeting with the class teacher and the Principal and the pupil may be suspended from school.

The case may be referred to the Board of Management and the pupil may be expelled from the school.

The school's programme of support for working with pupils affected by bullying is as follows:

Bullied pupils:

- Ending the bullying behavior.

- Enhancing the school culture to foster more respect for bullied pupils and all pupils,

- Enhancing the school culture to foster greater empathy towards and support for bullied pupils.

- Indicating clearly that the bullying is not the fault of the targeted pupil through the awareness-raising programme.

- Indicating clearly that the bullying is not the fault of the targeted pupil through the speedy identification of those responsible, and speedy resolution of bullying situations.

- Helping bullied pupils raise their 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).

- Implementing a "buddy system" informally in the school (*if applicable*).

Bullying pupils:

- Making it clear that bullying pupils who reform are not blamed or punished and get a "clean sheet".

- Making it clear that bullying pupils who reform are doing the right and honorable thing and giving them praise for this.

- Helping those who need to raise their self-esteem by encouraging them to become involved in activities that 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).

- Using teaching strategies throughout the school and the curriculum to help enhance pupils' feelings of self-worth.

- In dealing with negative behaviour in general, encouraging teachers and parents to focus on, challenge and correct the behaviour while supporting the child.

- In dealing with bullying behaviour seeking a resolution, where pupils take accountability for the harm they have caused and the goal is to repair the harm caused and restore the relationships.

Supervision and Monitoring of Pupils:

The Board of Management confirms that appropriate supervision and monitoring policies and practices are in place both to prevent and deal with bullying behaviour and to facilitate early intervention where possible. Please see Appendix 3 (Supervision and Monitoring of Pupils).

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. Please refer also to Dignity at Work Policy.

This policy was adopted by the Board of Management on 18/10/2023

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 Department of Education and Skills and to the patron if requested.

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. Following annual review, a checklist in regard to this policy is submitted to the patron annually. A record of the review and its outcome will be made available to the Department of Education and Skills if requested. (see Appendix 4).

Signed:_____   Date: 24/11/2021

(Principal)

Signed:_____   Date: 24/11/2021

(Chairperson of Board of Management)

Appendix 1 What is Bullying

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 jokes.
- Knowingly spreading rumours.
- Belittling others' efforts, their enthusiasm or their new ideas.
- 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.

Appendix 2 Prevention & Education

2a) Practical tips for building a positive school culture and climate

The following are some practical tips for immediate actions that can be taken to help build a positive school culture and climate and to help prevent and tackle bullying behaviour.

- Model respectful behaviour to all members of the school community at all times.
- Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.
- Display key respect messages in classrooms, in assembly areas and around the school. Involve pupils in the development of these messages.
- Catch them being good - notice and acknowledge desired respectful behaviour by providing positive attention.
- Consistently tackle the use of discriminatory and derogatory language in the school – this includes homophobic and racist language and language that is belittling of pupils with a disability or SEN.
- Give constructive feedback to pupils when respectful behaviour and respectful language are absent.
- Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.
- Explicitly teach pupils about the appropriate use of social media.
- Positively encourage pupils to comply with the school rules on mobile phone and internet use. Follow up and follow through with pupils who ignore the rules.
- Actively involve parents and/or the Parents' Association in awareness raising campaigns around social media.
- Actively promote the right of every member of the school community to be safe and secure in school.
- Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas.
- All staff can actively watch out for signs of bullying behaviour.
- Ensure there is adequate playground/school yard/outdoor supervision.
- School staff can get pupils to help them to identify bullying "hot spots" and "hot times" for bullying in the school.
  - Hot spots tend to be in the playground/school yard/outdoor areas, changing rooms, corridors and other areas of unstructured supervision.
  - Hot times again tend to be times where there is less structured supervision such as when pupils are in the playground/school yard or moving classrooms.
- Support the establishment and work of student councils.

Appendix 2 b) My Thoughts About School Checklist

My Thoughts About School...

Name: _____ Class: _____ Date: _____

The things I like best at school are:
The things I don't like about school are:
The things that I am good at are:
The things I find hard are:
I am happy in class when:
I am happy during break and lunch times when:
My friends are:
I need help with:
Teachers in school can help me by:
My teacher would describe me as:
My parents would describe me as:

The following questions can be asked if children have an emotional and behavioural difficulty in school.

Adults I get on best with in school are:

I get into trouble in school when:
The things I do that make my teacher feel unhappy are:
The things my teacher does that make me feel unhappy are:
I make my teacher happy when:
The things my teacher does that make me feel happy are:
The class rules are:
If someone breaks the rules:
Rewards I like best are:
The things that I need to change are:

Appendix 2 c) Resources

Action plan 2023 Report on Focus Group [1] (pdst.ie)

Weaving Wellbeing programme

List of websites for bullying prevention plan

- www.cybersmarties.com A Safe Educational Social Network for Primary School to deal with CyberBullying.
- ISPCC Shield Campaign: Assessment tool for bullying incidents www.ispcc.ie/shield
- "The Bully Project" or simply "Bully": U.S documentary and book (search on you tube and facebook) (some parts may not be suitable to show children)
- www.internetsafety.ie

- A free downloadable anti-bullying kit can be found at www.watchyourspace.ie
- An American website asking children to pledge to stop using certain offensive language towards others (may not be suitable for the Irish context and could be modified). www.r-word.org
- Resources and training for parents on bullying: www.bully4u.ie
- Website to help integrate lessons on tolerance in to an anti-bullying programme www.teachingtolerance.org
- Useful tools for teachers www.antibullingcampaign.ie
- Free downloadable bookmarks to promote awareness on bullying: www.pacer.org/bullying
- Anti-bullying toolkit for SEN: www.specialneeds.thebullyproject.com
- Video on being a bystander: www.pacer.org/bullying/video/player.asp?video=27
- Video explaining the "Bystander Effect" by Mary Aiken: www.watchyourspace.ie
- Lesson plan on the difference between being a "tell-tale" and speaking up for the good of someone else:
  www.open-circle.org/oc_Sample_Tattling_Versus_Telling_4th5th.pdf

List of books for reference/to use in the classroom
- *Bully: An action plan for teachers, parents and communities to combat the bullying crisis* by Lee Hirsch.
- *Bullying in Irish Education* Edited by Mona O'Moore and Paul Stevens.
- *Cyberbullying: The Irish Experience* by Mona O'Moore.
- *Understanding School Bullying: A Guide for Parents and Teachers* by Mona O'Moore.
- Any books by Dan Olweus.
  For children:
- *Jake Drake the bully buster* by Andrew Clements
- *The Juice Box Bully* by Bob Sornson
- *The Bully Blockers: Stand up for Classmates with Autism* by Alison Singer
- *The Hundred Dresses* by Eleanor Estes
- *The Invisible Boy* by Trudy Ludwig

Appendix 2 d) Supervision and Monitoring Practices

The Board of Management has put in place appropriate supervision and monitoring policies and practices which include:
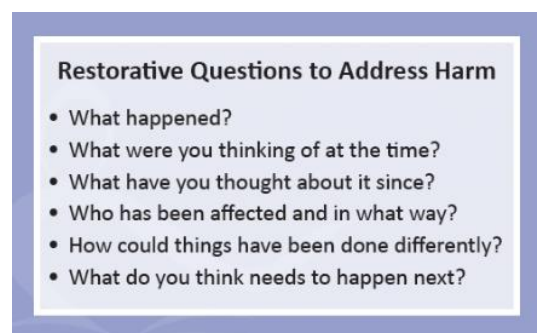
- ensuring that the yard is adequately supervised at all times during breaks
- ensuring that children are not left unsupervised
- ensuring that staff are kept informed of any bullying concerns/issues among pupils

- providing an opportunity at staff meetings to share such information and keeping minutes of such meetings
- ensuring that accident report forms record is used to record incidents
- ensuring that incidents on yard are recorded in the logbook

Appendix 3

Procedures for and dealing with bullying:
• The primary aim for the relevant teacher 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);
• In investigating and dealing with bullying, the teacher will exercise his/her professional judgement to determine how best the situation might be resolved using the principles of restorative practice;
• Parents 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;
• When investigating incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why using the restorative practise model & the restorative questions as a support:

Restorative Questions to Address Harm

- What happened?
- What were you thinking of at the time?
- What have you thought about it since?
- Who has been affected and in what way?
- How could things have been done differently?
- What do you think needs to happen next?

 Follow-up meetings with the relevant parties involved should be arranged separately with a view to possibly bringing pupils together at a later date, if the pupil who has been bullied is ready and agreeable. This can have a restorative and therapeutic effect.

.

Appendix 3 a Monitoring template for 10 day period

Brief description of how allegation has arisen; what actions/investigations/outcomes of investigations, to date.

Date	Record of events

Brief description of follow up actions.

Appendix 3 b Template for recording bullying behaviour

1. Name of pupil being bullied and class group

Name: _____   Class: _____

2. Name(s) and class (s) of pupil(s) engaged in bullying behaviour

3. Source of bullying concern/report (tick relevant box(es))*

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

Pupil concerned		Playground	
Other Pupil		Classroom	
Parent		Corridor	
Teacher		Toilets	
Other		School Bus	
		School Perimeter	
		Other	

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

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 Traveler Community	Other (specify)

8. Brief Description of bullying behaviour and its impact

9. Details of actions taken

Signed: _____ (Relevant Teacher)

Date: _____

Date submitted to Principal/Deputy Principal: _____

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

Appendix 3 c

Teachers Checklist: What to do if an incident of bullying is reported to you.

- Gather as much information as possible.
- Talk to all parties involved to help you draw your conclusions. You may need to call on other staff members to assist you in deciding if a bullying incident has occurred.
- If you decide a bullying incident has occurred:

  Bully
  - ✓ Implement RP conversation with all pupils involved
  - ✓ Inform parents; may be included in RP conversation
  - ✓ Inform principal.

- ✓ Write up report (to include, findings, strategies adopted, resolution agreed)
- ✓ New start 'clean sheet' for the bully

<u>Victim</u>
- ✓ Implement RP conversation with all pupils involved
- ✓ Inform parents, informing them of agreed resolution implemented.
- ✓ Ensure pupil/s given time and space to share impact on bullying on them
- ✓ If pupil needs further emotional support, this may be organised with other teachers or outside agencies.

- If deemed necessary, inform all relevant staff of situation for purposes of on-going supervision and monitoring

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 *Anti-Bullying Procedures for Primary and Post-Primary Schools*?	Yes
Has the Board published the policy on the school website and provided a copy to the parents' association?	Yes
Has the Board ensured that the policy has been made available to school staff (including new staff)?	Yes
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?	Yes
Has the Board ensured that the policy has been adequately communicated to all pupils?	Yes
Has the policy documented the prevention and education strategies that the school applies?	Yes
Have all of the prevention and education strategies been implemented?	Yes
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	Yes
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	Yes
Has the Board received and minuted the periodic summary reports of the Principal?	Yes
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?	Yes
Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	No
Have any parents withdrawn their child from the school citing	No

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?	No
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?	Yes
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	No
Has the Board put in place an action plan to address any areas for improvement?	No

Signed: _Catherine Clune Mulvaney_____   Date:

Chairperson, Board of Management

Signed: __Rlonlon_____   Date:

Principal

Notification regarding the Board of Management's annual review of the anti-bullying policy

To: Educate Together National Office

The Board of Management of Glasnevin ETNS wishes to inform you that:

- The Board of Management's annual review of the school's anti-bullying policy and its implementation was completed at the Board meeting of

- This review was conducted in accordance with the checklist set out in Appendix 4 of the Department's *Anti-Bullying Procedures for Primary and Post-Primary Schools.*

Signed: _Catherine Clune Mulvaney_   Date:

       Chairperson, Board of Management

Signed: _R Conlon_   Date:

       Principal

Appendix 5

Glasnevin ETNS
Griffith Avenue
Glasnevin
D11 A2YT
Ph: 01-8572086
scoilgetns@gmail.com
www.get.ie
Roll No: 20168D

COMPLAINTS PROCEDURE POLICY

We trust that your child /children are happy at Glasnevin Educate Together National School. Obviously, however, over a period of time the odd problem may arise. We would encourage an informal approach in dealing with issues which may occur from time to time. In the event of the failure of an informal approach the following procedures will apply.

Complaints about the actions of individuals working within the classroom under supervision of the teacher:
- The matter should be broached with the class teacher.
- If a satisfactory conclusion is not achieved then an appointment should be made with the principal through the school office.

- If a satisfactory conclusion is still not reached than a formal complaint in writing can be made to the Chairperson of the Board of Management.

Complaints against the actions of B.O.M. Members:
- Any complaint against a Board Member with regard to their post of responsibility on the B.O.M. should be put in writing and brought to the attention of the Chairperson of the Board of Management.

Complaints against the Chairperson of the Board of Management:
- Any complaint against the Chairperson should be put in writing and brought to the attention of the Board of Management.
- If a satisfactory conclusion is not achieved at Board of Management level then a formal notification in writing should be made by the secretary of the Board of Management on behalf of the complainant and the B.O.M. to the Schools Patron Body, Educate Together.

Complaints about the actions of a parent/guardian by a fellow parent/guardian:
- Disagreements/problems/complaints between parent/guardians can and indeed will arise from time to time. We would encourage an informal approach in dealing with issues between the parents/guardians concerned. Should an informal approach in dealing with issues between the parents/guardians concerned fail, it should be referred in writing to the Board of Management.
- In general issues that occur outside the school grounds are not the business of the school. However, if an incidence occurs that may damage or have a negative impact on the school's reputation/operation/children/staff, it may become the business of the Board of Management of the school. The B.O.M will have absolute discretion on deciding if an incident which occurred off school grounds meets the above criteria. Where a complaint arises from incidents that occurred on school grounds and are of a nature that may damage or have a negative impact on the school's reputation/operation/children/staff, it may become the business of the Board of Management. The B.O.M. will have absolute discretion on deciding if an incident which occurred on the school grounds meets the above criteria.

The complainant must agree to attend all meetings requested by the school. Anonymous complaints will be disregarded. If it is found that a campaign of whispers or rumours accompanies a complaint, the complaint will be disregarded. If the complainant does not act in a manner in keeping with the ethos of the school, the complaint will be disregarded. It is expected that all matters discussed at meetings will be treated in a confidential fashion and all parties treat each other with respect and dignity. If a complaint transpires to be either not genuine or malicious and the complainant holds

any office on the B.O.M. or the P.T.A., or their sub-committees, she/he shall be asked to resign their post forthwith and shall be barred from holding similar posts in the future.