



Hansfield



Educate Together National School

Barnwell Road, Hansfield, Dublin 15.

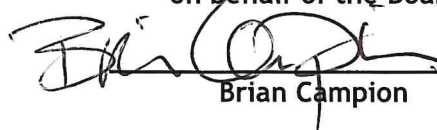
01-8238406 www.hansfieldetns.com hansfieldetns@gmail.com 085-8722323

Anti-Bullying Behaviour Policy

No.	Content Amendments	Date	Review Date
1.	Aims, respect and consideration, definition, signs of bullying, roles and Responsibilities, Procedures,	21.06.12	Feb 14
2.	Anti-cyber bullying element, Intro, rationale, characteristics, content, enrolment, procedure, intervention, PD, SNA, communication, equality of access, Roles and Responsibilities, Appendices	27.02.14	March 14
3.	Evolution(as per DES directive), Main elements of policy, Key principles of best practice, Definitions including cyber-bullying and identity-based bullying, Examples of bullying behaviours, Relevant teachers, Education and prevention strategies, Reporting, Investigating, following up, recording and intervention strategies, programme of support, supervision and monitoring practices, Harassment prevention. Appendices 1 and 2.	01.05.14	May 15
4.	Annual Policy review and checklist sent to patron body, Educate Together.	24.09.15	Sept '16
5.	Annual Policy review and checklist sent to patron body, Educate Together.	29.09.16	Sept '17
6.	Elements of positive school culture and climate, aims of education and prevention strategies, up-to-date educational programmes, record keeping now on Aladdin, BOM signature, Appendices 3 and 4	May 20	Oct 21
7.	Annual review - no amendments.	Oct 2021	May 2022
8.	Addition of measures to combat homophobic and transphobic bullying. PTA review. Student Council review, suggestions added; worry jar in every class	Sept 2022	Sept '23
9.	Annual review - no amendments.	Sept 2023	Sept '24

Ratified by the Board of Management

Signed by the chairperson
on behalf of the Board of Management:


Brian Campion

28/9/2023
Date

PAGE	TABLE OF CONTENTS
1	Cover and policy evolution
2	Table of Contents
3	Key principles of best practice & definition.
4	Examples of general bullying & Cyber Bullying
5	Examples of Identity-based Bullying
6	Homophobic, biphobic and transphobic bullying, what is it, what does it look like, responding to it
7	Homophobic, biphobic and transphobic bullying; preventative measures
8	Homophobic, biphobic and transphobic bullying; glossary of terms
9	Education and prevention strategies
10	Education and prevention strategies
11	Procedures for investigating and dealing with bullying behaviour
12	Follow-Up and Recording.
13	Recording; Informal, Formal Stage 1, Formal Stage 2, Intervention strategies
14	Programme of Support, Supervision and monitoring, Prevention of harassment.
15	Communication to staff and implementation
16	Appendix 1 - Positive School Culture and Climate
17	Appendix 2 - Recording Template
18	Appendix 3 - BOM annual review checklist.
19	Appendix 4 - Notification of BOM annual review

Mission Statement

At Hansfield ETNS, we strive to create a safe, happy and warm environment that enhances our learning every day. We cherish difference. We respect ourselves and others, and by living the Educate Together ethos, we support each other to be the best that we can be, always.

In line with our school's mission statement above, this policy was created in collaboration with our school's Board of Management, parents, staff and where appropriate, pupils of Hansfield ETNS.

1. 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 Hansfield Educate Together National School 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. See DES website Circular 045/2013

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;

(See appendix 1 for possible ways of achieving this)

(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 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;

(f) Effective supervision and monitoring of pupils.

(g) Supports for staff.

(h) Consistent recording, investigation, follow-up and intervention strategies.

(i) On-going evaluation of the effectiveness of the 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 individual or group and which is repeated over time.

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

- deliberate exclusion, malicious gossip and other forms of relational bullying,

- cyber-bullying and
- identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller Community and bullying of those with disabilities or special educational needs.

Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and will be dealt with, as appropriate, in accordance with our school's Code of Positive 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 our school's Code of Positive Behaviour.

Examples of bullying behaviours

<p>General behaviours which apply to all types of bullying</p>	<ul style="list-style-type: none"> • Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc. • Physical aggression • Damage to property • Name calling • Slagging • The production, display or circulation of written words, pictures or other materials aimed at intimidating another person • Offensive graffiti • Extortion • Intimidation • Insulting or offensive gestures • The "look" • Invasion of personal space • A combination of any of the types listed.
<p>Cyber</p>	<ul style="list-style-type: none"> • Denigration: Spreading rumors, lies or gossip to hurt a person's reputation • Harassment: Continually sending vicious, mean or disturbing messages to an individual • Impersonation: Posting offensive or aggressive messages under another person's name • Flaming: Using inflammatory or vulgar words to provoke an online fight • Trickery: Fooling someone into sharing personal information which you then post online • Outing: Posting or sharing confidential or compromising information or images • Exclusion: Purposefully excluding someone from an online group • Cyber stalking: Ongoing harassment and denigration that causes a person considerable fear for his/her safety • Silent telephone/mobile phone call • Abusive telephone/mobile phone calls • Abusive text messages/emails • Abusive communication on social networks e.g. TikTok/Snapchat/WhatsApp/Instagram/FacebookTwitter/YouTube or on games consoles • Abusive website comments/Blogs/Pictures • Abusive posts on any form of communication technology

Identity Based Bullying Behaviours 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).	
Homophobic, biphobic and Transphobic	<ul style="list-style-type: none"> • Spreading rumours about a person's sexual orientation • Taunting a person of a different sexual orientation • Name calling e.g. Gay, queer, lesbian...used in a derogatory manner • Physical intimidation or attacks • Threats • (see below for further detail on combating homophobic, biphobic and transphobic bullying)
Race, nationality, ethnic background and membership of the Traveller community	<ul style="list-style-type: none"> • Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background • Exclusion on the basis of any of the above
Relational	This involves manipulating relationships as a means of bullying. Behaviours include: <ul style="list-style-type: none"> • Malicious gossip • Isolation & exclusion • Ignoring • Excluding from the group • Taking someone's friends away • "Bitching" (refers to the behaviour but not in a sexist way) • Spreading rumours • Breaking confidence • Talking loud enough so that the victim can hear • The "look" • Use or terminology such as 'nerd' in a derogatory way
Sexual	<ul style="list-style-type: none"> • Unwelcome or inappropriate sexual comments or touching • Harassment
Special Educational Needs/Disability	<ul style="list-style-type: none"> • Name calling • Taunting others because of their disability or learning needs • Taking advantage of some pupils' vulnerabilities and limited capacity to recognise and defend themselves against bullying • Taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and social cues. • Mimicking a person's disability • Setting others up for ridicule

Homophobic, Biphobic and Transphobic Bullying

Homophobia is when people discriminate against lesbian, gay, bisexual or transgender (LGBT) people, or people they think may be LGBT+. The term includes transphobia which is discrimination against transgender people. Anti-LGBT+ graffiti, spreading rumours that someone is LGBT+, being abusive, jeering or violence towards someone who is LGBT+ are all types of homophobia. Children may not be aware that their behaviour is homophobic. It is important to create an atmosphere of tolerance for difference, and respect of others. Hansfield ETNS is an inclusive school that welcomes and celebrates every member of our community.

Characteristics of homophobic, biphobic and transphobic bullying

Homophobic, biphobic and transphobic bullying can include:

- Making comments about someone's sexuality or gender (or perceived sexuality or gender) that deliberately makes them feel uncomfortable.
- Calling them names that reference their LGBT+ identity or perceived LGBT+ identity.
- Physical: hitting, punching or hurting.
- Making sexual comments or asking them sexual questions.
- Ignoring or excluding.
- Making comments through social media.

Responding to Homophobic Language or Bullying (adapted from www.welcomingschools.org)

In conjunction with how we respond to bullying behaviour, it is important to note that homophobic language and behaviour may not be understood by children when they use it. The use of any term that is derogatory to describe LGBT+ people can be deemed homophobic language and as such should be addressed and not ignored. The following approach will allow for children to develop a sense of the hurtful nature of homophobic language.

1. Seek the child's understanding of the word.
2. Clarify the meaning of the word.
3. Explain that the way they are using it is causing hurt.
4. Explain that doing this deliberately to cause such hurt is not acceptable.
5. Follow up with a discrete lesson to address the language around LGBT+ identities and the appropriate use of language relating to identities. Revise classroom rules regarding treating everyone fairly and with respect.
6. If it is established that the child understood the meaning of the word and was using it purposfully to cause upset then explain that this is not ok and is homophobic. Explain that the school takes homophobic behaviour and/or bullying very seriously.

Prevention of homophobic bullying and behaviour

The following measures, in conjunction with other curricular implementation, are used to prevent homophobic, biphobic and transphobic bullying and behaviour:

- Staff professional development
- Promote positive and inclusive representations of LGBT+ families and people through appropriate story and picture books in class library and as Read Aloud
- When teaching about family through SPHE, to include and make visible all types of families. Use INTO Different Families/ Same Love poster
- Explain LGBT+ terms to children if asked direct questions and, as children develop concepts, teach the terms explicitly when discussing homophobic bullying or dealing with misuse of language
- Explicitly name homophobic, transphobic and biphobic bullying if it occurs or if it is discussed
- Challenge gender stereotypes that limit children's understanding of gender roles
 - Through Aistear - challenge children to take roles beyond their own experience or knowledge
 - Story and Picture Books (see attached list)
 - School Activities - encourage all to become involved and challenge the idea of a 'boys game' and a 'girls game'
 - Teacher language - use inclusive language - don't unnecessarily categorise pupils on the basis of gender
 - Teach explicit lessons on Gender Equality
- Inclusion of LGBT+ voices in curricular subjects (such as civil rights leaders)
- If there are persistent issues with homophobic bullying, conduct an explicit lesson on Homophobia (see examples of lesson packs below)
- The following lesson packs are a non-exhaustive list of opportunities for teaching children about the LGBT+ experience;
 - [Different Families, Same Love](#) (poster, lesson pack and competition)
 - [All Together Now](#) (5th Class)
 - [Stand Up Awareness Week](#) (Mid-November)
 - [We All Belong](#) (Picture book resource)
 - [CHIPS](#) (Challenging Homophobia in Primary Schools)
 - [LGBTI Rights Lesson Pack](#) from Amnesty International
 - [Respect Guidelines](#) (effective classroom and yard management strategies to support prevention and discrete teaching)
 - [Unveiling Our Past](#) (The Struggle for LGBT+ Rights in Ireland)

What are the terms and what do they mean?

Term	Junior Classes	Senior Classes
LGBT+	A short way to say lesbian, gay, bisexual and transgender	An acronym used to refer to lesbian, gay, bisexual and transgender communities. Is often expanded to LGBTQIA+ to include many different identities.
Lesbian	A woman who loves another woman and they can be a family together	A woman who has or wants to be in a loving relationship with another woman
Gay	A man who loves another man and they can be a family together	A man who has or wants to be in a loving relationship with another man. Sometimes gay is a word to refer to lesbians.
Bisexual	A person who can love either a man or a woman and make a family with either gender	A person who can have or wants to have a loving relationship with either a man or woman
Transgender	A person who was born with the body parts of a boy or girl but deep down inside they know they are a different gender and want to live their life as that gender	A person who was born with the physical characteristics of a boy or girl but deep down inside they know they are a different gender and want to live their life as that gender
Queer	A term used to describe people in the LGBTQ+ community. Queer was used as a slur for many years, and still can be. Many people in the LGBTQ+ community use this word to describe themselves but check if someone is comfortable with this term before describing them as queer.	A term used to describe people in the LGBTQ+ community. Queer was used as a slur for many years, and still can be. Many people in the LGBTQ+ community use this word to describe themselves but check if someone is comfortable with this term before describing them as queer.
Intersex	People who are born with variations in their sexual anatomy or their hormonal patterns, which are not seen as fitting in with typical male or female bodies.	People who are born with variations in their sexual anatomy or their hormonal patterns, which are not seen as fitting in with typical male or female bodies.
Asexual	A person who is not attracted to other people.	A person who experiences limited or no sexual attraction to others.
Pansexual	A person who could love any person.	A person who could be attracted to any person, regardless of their gender.
Non-binary	A person who doesn't feel like either a boy or girl/man or woman.	People whose gender identity is not exclusively male or female.
Heterosexual	A man who loves a woman, or a woman who loves a man and they can be a family together	A man who has or wants to have a loving relationship with a woman or a woman who has or wants to have a loving relationship with a man
Ally	A person who stands up for LGBT people and won't let people be mean to them	A person who stands up and supports LGBT people and won't let people be mean to them
Homophobic / Transphobic / Biphobic Bullying	When people are hurtful to others because they are lesbian, gay, bisexual or transgender or think they are	When people are hurtful to others (verbally, psychologically, physically or online) because they are lesbian, gay, bisexual or transgender or think they are
Gender Identity	Knowing you are a boy, a girl or a non-binary person.	Our deeply felt internal experience of our own gender.

* Due to the nuance of some of the above definitions the senior explanation has been included in the junior column so as to not cause any confusion. Teachers should apply their own professional judgement and use the aspects of the definition that are needed in the moment they arise.

4. The “Relevant Teachers” for investigating and dealing with bullying behaviour in our school are all class teachers, Learning Support teachers, English as Additional language teachers and resource teachers. Secretaries, caretaker, SNAs, NQTs and student teachers should consult with the “Relevant” class teacher for guidance.

5. The education and prevention strategies including strategies specifically aimed at cyber-bullying, homophobic and transphobic bullying that will be used in our school are as follows:

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, and 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 all staff develops an awareness of what bullying is, how it impacts on pupils’ lives and the need to respond to it, ie 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.
- School wide awareness raising and training on all aspects of bullying, to include pupils, parent(s)/guardian(s) 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 Pals, Friendly Squad 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 included in student journals (when available) and in common areas of the school.
- The school’s anti-bullying policy is discussed with pupils in class and at assemblies.
- The Anti-Bullying Policy is available for all parents/guardians on the school website. Parents who are new to the school are directed there when enrolling their child(ren).
- The implementation of regular (per term/month) whole school awareness measures e.g. a dedicated notice board in the school hall and classrooms on the promotion of friendship, and bullying prevention; annual Friendship Week and parent(s)/guardian(s) seminars; annual student surveys; regular school or year group assemblies by Principal.
- Encourage a culture of telling, with particular emphasis on the importance of being upstanders over bystanders. Pupils will therefore 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.
 - Hand note up with homework.
 - Get a parent(s)/guardian(s) or friend to tell on your behalf.
 - Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
 - A worry jar in every class to encourage discreet reporting or worry sharing.
- Encourage parent(s)/guardian(s) to approach the school if they suspect that their child is being bullied.
- The implementation 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, 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, e.g. “Stay Safe” Programme, The “Walk Tall” Programme, The “RSE” Programme, “Webwise”, “Myselfie and the Wider World”, “HTML Heroes”
- School wide delivery of lessons on;
 - Relational aggression** (Cool School Programme: A Friend in Deed),
 - Cyber Bullying** (#UP2US, Webwise, MySelfie and The Wider World, HTML Heroes, Think Before you Click, Let's Fight it Together)
 - Homophobic and Transphobic Bullying** (see page 8)
 - Diversity and Interculturalism**, Yellow Flag Programme. The school will keep an up to date list of every resource related to the SPHE curriculum, and make a list of supports.
- Delivery of the Community Garda SPHE Programmes. 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 implement the advice in “Sexual Orientation advice for schools” (RSE Primary booklet).

Links to other policies

- Code of Positive Behaviour
- Child Protection policy
- Acceptable Use policy
- Attendance and Punctuality Policy
- Swimming Policy

6. Our 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:

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);

The school's procedures will be consistent with the DES recommended approach.

Every effort will be made to ensure that all involved (including pupils, parent(s)/guardian(s)) understand this approach from the outset.

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 our secretary, special needs assistants (SNAs), bus escorts, caretaker, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher.

Investigating and dealing with incidents:

- In investigating and dealing with bullying, the (relevant) teacher will exercise his/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 will endeavour to 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 him/her how he/she is in breach of the school's anti-bullying policy and efforts should be made to try to get him/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 his/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 at a later date 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.
- In the event that 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

All recording of bullying incidents will 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

- Staff members will keep a written record of any incidents witnessed by them or notified to them. These records will be recorded on Aladdin. All incidents will be reported to the relevant teacher. Teachers will "buddy up" at this stage and plan what should be done next.
- 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 will 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 his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.
- Records pertaining to bullying behaviour will be recorded by the relevant teacher on Aladdin. When the matter has been fully dealt with, a copy of all relevant notes will be stored in the Principal's Office where all such files are retained in a locked cabinet. Only the School Principal/DP or Chairperson of the BOM have access to this cabinet. An A4 sheet will be placed in each child's personal file in the administration office with the entry "see confidential cabinet date ddmmyyyy".

Formal Stage 2

- The relevant teacher will use the standard recording template (appendix 2) to record the bullying behaviour in the following circumstances:
 - a) In cases where he/she considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour occurred.
 - b) Where the school has decided as part of its anti-bullying behaviour policy that in certain circumstances bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable i.e. when the relevant teacher deems the situation to be at a stage that immediate action should be taken.
- The standard report sheet is available from the School Principal and as Appendix 2 of this policy. This will be filled in by the Principal and the relevant teacher.
- Once-off behaviours that must be recorded and reported immediately to the Principal are listed in our school's Code of Positive Behaviour.

Possible Future 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(s)/guardian(s) to support school interventions
- No Blame Approach
- Circle Time
- Restorative interviews
- Restorative conferencing

- Implementing sociogram questionnaires
- Peer mediation where suitable training has been given

We hope to utilise the following recommended intervention strategies (reference Ken Rigby) [www.bullyingawarenessweek.org/pdf/BullyingPreventionStrategiesinSchools Ken Rigby.pdf](http://www.bullyingawarenessweek.org/pdf/BullyingPreventionStrategiesinSchools%20Ken%20Rigby.pdf)

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

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

- All in-school supports and opportunities will be provided for the pupils affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience e.g.
 - Pastoral care system
 - Buddy / Peer mentoring system
 - Care team / Student Support Team
 - Group work such as circle time
- If pupils require counseling or further support the school will endeavour to liaise with the appropriate agencies to organise these. This may be for the pupil affected by bullying or involved in the bullying behaviour.
- 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 policies and Practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible.

- Supervision during class, in the playground, during Aistear and on occasional educational excursions.
- All class teachers record relevant details of incidents at the end of EVERY school day on Aladdin.
- During whole-school activities we endeavour to use "buddying" to ensure older pupils participate in taking care of younger pupils.
- Our student Council members will experience the value and power of the whole-school structure.

9. 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.

10. This policy was formally adopted by the Board of Management on 01.05.14

11. This policy has been made available to school personnel, published on the school website and available for viewing in our school to parents and pupils on request. A copy has been provided to the Parents' Association. A copy of this policy will be made available to the DES and the patron if requested.

12. All newly appointed staff members will be presented with a copy of critical procedural policies in a hard copy form. They will be required to sign a sheet confirming that they have received these policies and that they will familiarise themselves with its contents.

13. All staff will, at the beginning of each academic year engage in an orientation day whereby all critical procedural policies will be outlined.

14. 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 be readily accessible to parents and pupils on request and a copy provided to the Parents' Association. A record of the review and its outcome will be made available, if requested, to the patron body Educate Together and the DES.

Signed: _____
(Chairperson of Board of Management)

Signed: _____
(Principal)

Date: _____

Date: _____

Date of next review: _____

Appendix 1 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

Template for recording bullying behaviour

1. Name of pupil being bullied and class group: Name _____ Class _____

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

Name:	Class:
Name:	Class:
Name:	Class:

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

Pupil concerned	
Other Pupil	
Parent	
Teacher	

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

Playground	
Classroom	
Corridor	
Toilets	
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 Traveller 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 _____

Signed _____

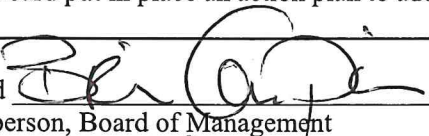
Appendix 3 Checklist for annual review of the anti-bullying policy and its implementation

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.

✓ X
Yes / No

Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the <i>Anti-Bullying Procedures for Primary and Post-Primary Schools</i> ?	✓
Has the Board published the policy on the school website and provided a copy to the parents' association?	✓
Has the Board ensured that the policy has been made available to school staff (including new staff)?	✓
Is the Board satisfied that school staff are sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day to day work?	✓
Has the Board ensured that the policy has been adequately communicated to all pupils?	✓
Has the policy documented the prevention and education strategies that the school applies?	✓
Have all of the prevention and education strategies been implemented?	✓
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	X
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	✓
Has the Board received and minuted the periodic summary reports of the Principal?	✓
Has the Board discussed how well the school is handling all reports of bullying including those addressed at an early stage and not therefore included in the Principal's periodic report to the Board?	✓
Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	X
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	X
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	X
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?	N/A
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	✓
Has the Board put in place an action plan to address any areas for improvement?	✓

rei
Not Sufi
No Case
Reported

Signed 
Chairperson, Board of Management

Date 28/9/23

Signed 
Principal

Date 28/9/23

Appendix 4 Notification regarding the Board of Management's annual review of the anti-bullying policy

To: _____

The Board of Management of Hansfield Educate Together National School wishes to inform you that:

- o The Board of Management's annual review of the school's anti-bullying policy and its implementation was completed at the Board meeting of 28/09/23 [date].
- o 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 
Chairperson, Board of Management

Date 28/09/23

Signed 
Principal

Date 28/9/23