



# Lismullen National School

Garlow Cross, Navan, Co. Meath C15NH68

Roll No. 18106P

Telephone 046 9025533

Email: [lismullenns@gmail.com](mailto:lismullenns@gmail.com) Website: [www.lismullenns.ie](http://www.lismullenns.ie)



Principal: Jerry O'Donoghue

## ANTI-BULLYING POLICY

We recognise that every experience/situation is different but that simply put, if you are unsure whether it's a 'bullying' incident or require assistance on handling what may be a bullying situation please be assured that bringing it to the attention (quietly) of the teacher or principal is the **first step**'.

**June 2010**

**Reviewed March 2014**

**Reviewed February 2017**

# LISMULLEN NATIONAL SCHOOL

## Anti-Bullying Policy

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 Lismullen school has adopted the following anti-bullying policy within the framework of the school's overall code of behaviour. This policy fully complies with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools* which were published in September 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 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;
- Effective leadership;
- A school-wide approach;
- A shared understanding of what bullying is and its impact;
- Implementation of education and prevention strategies (including awareness raising measures) that-
- Build empathy, respect and resilience in pupils; and
- Explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.
- Effective supervision and monitoring of pupils;
- Supports for staff;
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies) and
- On-going evaluation of the effectiveness of the anti-bullying policy.

In accordance with the *Anti-Bullying Procedures for Primary and Post-Primary Schools* bullying is defined as follows:

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

The following types of 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 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.

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

3. The relevant teacher(s) for investigating and dealing with bullying is (are) as follows:

- Since failure to report bullying can lead to a continuation or escalation of bullying the school and parents encourage children to disclose and discuss incidents of bullying behaviour. This can be with the class teacher, the teacher on duty at the time, the principal or with the parents. This is a "telling school" as defined in "Stay Safe Programme". Children will therefore be constantly assured that their reports of bullying, either of themselves or peers, will be treated with sensitivity.
- Repeated incidents of bullying behaviour will be noted by the class teacher and/or the teacher on duty.

4. The education and prevention strategies (including strategies specifically aimed at cyber- bullying and identity-based bullying including in particular, homophobic and transphobic bullying) that will be used by the school are as follows :
  - All children in Lismullen are informed of the standards of behaviour expected of children staff and parents (see Code of Behaviour policy pages 2/3)
  - School Rules emphasize respect as a basis for all relationships in the school
  - The S.P.H.E. programme is fully implemented in all classes in Lismullen and contains numerous lessons on respect for others and bullying and how to deal with it.
  - The school R.S.E. programme has lessons on bullying and sexual stereotyping.
  - Talks for parents on Bullying and Cyber Bullying are organised on an annual basis.
  - The Gardaí come and talk to the pupils of 5<sup>th</sup> and 6<sup>th</sup> class on an annual basis.
  - Yard Time :We have a very proactive approach to encouraging positive behaviour at 'yard time' Teachers and SNAs are very vigilant and older children help out in making sure our playground is a safe and happy place for all. Our yard is zoned and access to the field is on a rota basis. Fourth class help out by giving out playing equipment from the P.E. shed at lunchtime.
  - School activities are supervised and monitored at all times with particular emphasis on those occasions when bullying is most likely to occur such as playtime, extra-curricular sport, going home time.
  - Mobile Phones are forbidden in school only in exceptional situations and with consent of the teacher.
  
6. The school's procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows :

Incidents will be investigated – what, who, when, where, why? This will be done in a calm, respectful manner, setting an example in dealing effectively with a conflict in a non-aggressive manner. The focus in investigating incidents is on ascertaining the facts through looking at the event from different perspectives.

- Serious incidents/persistent problems will be reported to the principal/vice principal and discussed with staff.
- If a group of children is involved they will be met both individually and/or as a group by the class teacher and another member of staff. This will take place outside the classroom situation in order to avoid the public humiliation of the victim and the pupil/s engaged in the bullying incident. Each member will be asked for his/her account of what happened to ensure that everyone is clear about what everyone else has said. This account may be oral or written.
- Pupils who are not directly involved can also provide very useful information in this way and will be expected to assist in the investigation. Children should understand that there are no innocent bystanders where bullying is concerned.

- The “bully” will be asked to reflect on his/her behaviour and its consequences for himself/herself and for the person who is the victim.
  - If bullying is persistent and is not resolved by staff intervention, parents will be made aware of this behaviour and requested to come and discuss it with the teacher/principal with a view to resolving the problem.
  - The situation will continue to be monitored to ensure that the problem has been resolved.
  - Where cases remain unresolved at school level, the matter should be referred by the Principal to the School’s Board of Management.
  - Bullying is an example of gross misbehaviour (see Code of Behaviour) and will incur appropriate sanctions as per School Code of Behaviour.
  - Teachers who are investigating cases of bullying behaviour should keep a written record of their discussions with those involved.
  - We recognise that every experience/situation is different but that simply put, if you are unsure whether it’s a ‘bullying’ incident or require assistance on handling what may be a bullying situation please be assured that bringing it to the attention (quietly) of the teacher or principal is the **first step**’.
7. The school’s programme of support for working with pupils affected by bullying is as follows :
- It may not be possible for a single child to assert his/her rights if intimidated by another child or group of children. Children should be advised to get away and tell in situations such as this. Tell them that you would have done the same in such a situation.
  - Teaching the child to say “**No**” in a good assertive tone of voice and to carry him/herself in a confident way will help your child to deal with many situations. A child’s self-image and body language may send out messages to potential bullies.
  - Children should be encouraged to talk about bullying and given an opportunity to express their concerns.
  - Parents are encouraged to approach their child’s teacher if the bullying is school related. It is important for you to understand that bullying in school can be difficult for teachers to detect because of the large numbers of children involved and the frequent secretive nature of bullying. Teachers will appreciate bullying being brought to light. School bullying requires that parents and teachers work together for a resolution.
  - Very often parental advice to a child is to “hit back” at the bully if the abuse is physical. This is not always realistic as it requires a huge amount of courage and indeed sometimes makes the situation worse. Children should not be encouraged to engage in violent behaviour. Teaching children to be more assertive and to tell is far more positive and effective.
  - Keep an account of incidents to help you assess how serious the problem is. Many children, with a little help overcome this problem very quickly.

**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.

**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 adopted by the Board of Management on \_\_\_\_\_ [date].

11. This policy has been made available to school personnel, published on the school website (or where none exists, is otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A copy of this policy will be made available to the Department and the patron if requested.

12. This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website (or where none exists, be otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: \_\_\_\_\_  
(Chairperson  
Board of Management)

Signed: \_\_\_\_\_  
(Principal)

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Date of next review: \_\_\_\_\_