



New Ross Educate Together National School

Barrett's Park, New Ross, Co. Wexford

Tel: 0539105070

office@newrossetns.ie

www.newrossetns.ie

Roll no 20458m

Anti-Bullying Policy

School Details:

Name: New Ross Educate Together National School
Address: Barrett's Park, New Ross, Co. Wexford.
Telephone: 051448398
Email: office@newrossetns.ie
Roll Number: 20458M
Principal: Therese White

The school day starts at 8.30 and finishes at 1.10 for infant classes and 2.10 for all other classes.

Introductory Statement & Rationale:

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 New Ross ETNS 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.

Relationship to the Ethos of the School

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.

Education and Prevention Strategies

New Ross ETNS uses a three-tiered approach for the education and prevention of bullying.

Tier 1: School-Based

Primary prevention includes a school-wide anti-bullying policy that includes all students, all parents, and all staff including teachers, administrators, support staff, and the Board of Management.

What we do at New Ross ETNS:

Annual/ Termly/ Monthly/ Weekly activities which encourage friendship, respect and promotion of Anti-bullying are as follows:

1. Friendship Week
2. On-going Assembly Themes based on the core principles of Learn Together
3. Yard Week
4. Learn Together Notice Boards
5. The school's Code of Behaviour details the approaches taken by the school to foster respect, kindness and appropriate behaviours.

The school ensures the following takes place:

- A school-wide approach to the fostering of respect for all members of the school community. This is evident throughout the school and is reflected in the everyday communication within the school between the whole-school communities.
- 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 extra-curricular 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-prevention and intervention.
- Professional development with a specific focus on the training of the relevant teacher(s).
- School wide awareness raising and training on aspects of bullying, to include pupils, parent(s)/carer(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.
- The school's anti-bullying policy in conjunction with The Code of Behaviour is discussed with pupils and all parent(s)/carer(s) at the class meeting at the start of the

Tier 2: Class-Based

What do we teach in classes?

Programmes Used to promote Anti-Bullying in class:

1. Stay Safe* Programme
2. Walk Tall Programme
3. Learn Together Curriculum

* The Stay Safe lessons are taught every second year, with a brief review of key messages also occurring every other year.

- The whole school Code of Behaviour teaches and encourages the children to behave in a respectful, safe and friendly manner.
- Bystander Education- the school will emphasise the importance of Bystander Education in all classes. The slogan “Bully Free Starts with Me” will be used to teach and promote Anti-bullying behaviours among all the school community.
- Children will be taught the CALM approach see Appendix 2. This approach will then be taught at an individual level for those children who have SEN or may need added reinforcement in this area.
- Special support may be given to classes with particular needs in the areas of friendship, respect and the promotion of Anti-bullying.
- Resources are available to every class to support and promote an ethos of anti-bullying, friendship, respect and diversity.
- Lessons about the difference between “tattling” v “reporting” will be taught.

Tier 3: Individual-Based

What do we teach individual children?

- Targeted strategies focus on those children who have been identified as at-risk for being a bully or victim. Prevention programmes are targeted at students with severe needs, including those students who are perpetual bullies and victims, and those who have threatened violence to peers and/or teachers and staff. These programs include ‘Trouble with Tempers’ and ‘A Time to Talk’.
- Anti-bullying resources such as social stories, games, video clips and books are used to explore the topic of bullying with individual children.

Procedures for Investigation

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

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)/carer(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)/carer(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)/carer(s) or the school 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 carer(s)/guardian(s) is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent(s)/carer(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

It is imperative that all recording of bullying incidents must be done in an objective and factual manner.

The school's procedures for noting and reporting bullying behaviour are as follows:

1. Informal- pre-determination that bullying has occurred

All incidents witnessed by a staff member must be verbally reported to the relevant teacher.

Where deemed appropriate:

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

Programme of Support for Affected Pupils

The 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.
- Pastoral care system- class teacher, support teacher, school counsellor, other relevant personnel.
- Buddy / Peer mentoring system- arranged by pastoral care personnel e.g. buddy system in the yard
- Care team- where deemed appropriate a care team meeting will take place for the child. Time is put aside on Friday afternoons for this purpose.
- Group work such as Circle Time.
- If pupils require counselling or further supports the school will endeavour to liaise with parents to organise support from outside agencies. 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. Ref. Bystander Education at Class level.

Supervision and Monitoring of Pupils

The Board of Management confirms that appropriate supervision and monitoring of policies and practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible.

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.

Appendix 1: 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 • A “look” which makes another person feel uncomfortable • 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 • Abusive email • Abusive communication on social networks e.g. Facebook/Ask.fm/ Twitter/You Tube or on games consoles • Abusive website comments/Blogs/Pictures • Abusive posts on any form of communication technology
<p>Identity Based 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).</p>	

Appendix 2: CALM Approach

Cool down.

Teach students to recognize stress signals and learn calming strategies. Deep breathing and positive value statements can be practiced with the student.

Assert yourself.

Part of the social skills curriculum for students with ASD should include teaching assertive body language. Role playing and video modelling can assist in teaching non-verbal body language that can deflect and detour bullying attempts.

Look them in the eye.

Although eye contact can be difficult for many students particularly those with SEN such as ASD, parents and school professionals should teach students how to face a bully and look them in the eye. Visual supports and a social story may be beneficial in teaching eye contact during a bullying attempt.

Mean it.

The speech and language therapist and school team should work directly with the victim of bullying on specific language scripts for responding to a bully. Students should learn a non-confrontational script such as “stop that,” “leave me alone,” “you are being a bully,” or “get away from me now.” Ref. Stay Safe: “Say No!”

Appendix 4: 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

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

Pupil concerned	
Other Pupil	
Parent	
Teacher	
Other	

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

Playground	
Classroom	
Corridor	
Toilets	
School Bus	
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 _____

* Note: These forms will be given to the school Principal and stored in the Principals office in a separate file.

Appendix 6: Additional Support Materials

- http://www.pdst.ie/sites/default/files/Anti-Bullying%20prevention%20and%20intervention%20strategies_support%20materials%20-%20Primary%20Final_0.pdf
- http://www.bullyingawarenessweek.org/pdf/Bullying_Prevention_Strategies_in_Schools_Ken_Rigby.pdf
- http://www.pdst.ie/sites/default/files/All%20Together%20Now%20Educational%20Resource%20LGBT_0.pdf
- http://www.pdst.ie/sites/default/files/Anti-Bullying-Procedures-for-Primary-and-Post-Primary-Schools_1.pdf
- <https://antibullyingcentre.ie/>
- <https://www.education.ie/en/Publications/Education-Reports/Being-LGBT-in-School.pdf>
- <http://tacklebullying.ie/>
- <http://belongto.org/>
-

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 <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?	✓
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?	✓ N/A
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	No
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?	✓
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?	N/A

Signed 
Chairperson, Board of Management

Date 27-1-2025

Signed 
Principal

Date 27/01/25