



MONEYSTOWN 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 TUSLA, the Board of Management of Moneystown National 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) 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
 - promotes 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) that
 - build empathy, respect and resilience in pupils
 - 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 and follow up of bullying behaviour (including use of established intervention strategies)
 - (i) On-going evaluation of the effectiveness of the anti-bullying policy

3. WHAT IS BULLYING?

In accordance with the *Anti-Bullying Procedures for Primary and Post-Primary Schools* bullying is defined as **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
- 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.
- *See Appendix A for Types of Bullying Behaviour*

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.

Disagreements and difficulties between children and young people are part of growing up and negotiating the path to adulthood. Single incidents of disagreements between students should not be seen as bullying and can usually be dealt with using the schools Code of Behaviour. In such cases, the focus will be on resolving the interpersonal issues by developing social skills, raising self-esteem and building emotional resilience. With the support of parents, the aim is to restore relationships between the parties, so they can return to a respectful relationship.

4. WHO WILL DEAL WITH ACCUSATIONS OF BULLYING?

As with all instances of misbehaviour in school, if there is an accusation of bullying in school, the class teacher (or the teacher on yard, if the incident occurs on yard) will investigate and deal with the incident in the first instance. The investigating teacher will discuss the incident with the child (children's) class teacher. The Principal is then informed of the incident and the appropriate interventions and/or sanctions are imposed.

If there is an acceptance that the behaviour constituted bullying, or the behaviour is repeated, the matter is brought to the attention of the Principal/Deputy Principal. The Principal/Deputy Principal will speak to all the children involved with the class teacher and the incident will be recorded on the 'Template for recording bullying behaviour' (Appendix B).

The Principal//Deputy Principal will also contact the parents of all parties involved and address the issue with them and the class teacher.

5. EDUCATION & PREVENTION STRATEGIES

The education and prevention strategies that will be used by the school are as follows

School-wide approach

- A school-wide approach to the fostering of respect for all members of the school community. Kind hands, kind words, kind feet.
- A preventative approach is undertaken through early identification of potential issues and dealing with them at an early stage through class discussion, group discussion and the implementation of relevant programmes if and when issues arise.
- 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 and emotional resilience of all our pupils through both curricular and extracurricular activities e.g. Friends for Life, Weaving Wellbeing etc. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions. Mindfulness and empathy programmes are used for individual pupils / groups or classes as required.
- 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. Specific staff training took place in the 2021/2022 school year on Cyber Bullying with Vicky Byrne.
- School wide awareness raising regarding aspects of bullying, to include pupils, parent(s)/guardian(s) and the wider school community via our school website and our monthly newsletters.
- 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 pupils in contributing to a safe school environment e.g. Prefects and Lunchtime Leaders can support activities that can help to support pupils and encourage a culture of peer respect and support.
- Friendly Fours is used as a way to help the junior classes develop co-operative play and social skills. This will be re-introduced following Covid in the Junior end of the school.

- Development and promotion of an Anti-Bullying code for the school-to be included in student journals and displayed publicly in classrooms and in common areas of the school.
- The school's anti-bullying policy is discussed with pupils and all parent(s)/guardian(s) are given a copy as part of the Code of Behaviour of the school upon enrolment.
- The implementation of regular whole school awareness measures e.g. Annual Friendship Week, fortnightly school assemblies by principal & deputy principal, Friendship Board, Well-Being Board, Buddy System.
- Encourage a culture of **reporting** with particular emphasis on the importance of bystanders. In that way pupils will gain confidence in 'reporting'. 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.
- In class and at assembly, pupils will be informed and reminded frequently how to tell & who to tell e.g.
 - Direct approach to teacher at an appropriate time, for example after class.
 - Hand note up with homework.
 - Parents make a phone call to the school or to a trusted teacher in the school.
 - Get a parent(s)/guardian(s) or friend to tell on your behalf.

- An Acceptable Use Policy is in place 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 & access to mobile phones.
- The Parents' Association offer a choice of talks delivered by the NPC annually which include anti-bullying.

Implementation of curricula

- The full implementation of the SPHE and the RSE and Stay Safe Programmes in Term 3.
- School wide delivery of lessons on bullying from evidence- based programmes e.g. Stay Safe Programme, The Walk Tall Programme & Friends for Life (Cognitive behaviour training and emotional resilience).
- School wide raising awareness of **Cyber Bullying** (Be Safe-Be Web wise, Think Before You Click, Web wise Primary teachers' resources, Online Safety Board).
- Community Gardaí will be invited to speak to the pupils every second year in relation to 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.

6. PROCEDURES FOR INVESTIGATING & 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.

Reporting bullying behaviour

- Any pupil or parent(s)/guardian(s) may bring a bullying incident to the class teacher, principal or deputy principal in the school.
- Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the class teacher, Principal or Deputy Principal in the school.

Investigating and dealing with incidents

In investigating and dealing with bullying, the class teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved seeking answers to questions of what, where, when, who and why.

- If a group is involved, each member will be interviewed individually at first. Pupils may also be asked to write down their account and understanding of the incident(s).
- Thereafter, all those involved may be met as a group, where appropriate to ensure that everyone in the group is clear about each other's understanding .
- Where possible incidents will be investigated outside the classroom situation to ensure the privacy of all involved.
- 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.
- In cases where it has been determined by the class teacher that bullying behaviour has occurred, the parent(s)/guardian(s) of the parties involved will be contacted to inform them of the matter and explain the actions being taken.
- Where the class teacher, Principal or Deputy Principal has determined that a pupil has been engaged in bullying behaviour, it will be made clear to him/her how he/she is in breach of the school's code of behaviour and 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.
- **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 on reports

- In determining whether a bullying case has been adequately and appropriately addressed the class 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
- 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) will be referred, as appropriate, to the school's complaints procedures.
- In the event that a parent(s)/guardian(s) has followed the school's complaints procedures and is still not satisfied, the school will advise the parent(s)/guardian(s) of their right to make a complaint to the Ombudsman for Children.

Recording of bullying behaviour

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

- All staff must keep a written record of any incidents witnessed by them or notified to them via notes on Aladdin Administration system.
- All reports of bullying must be investigated and dealt with by the class teacher & a written record of the reports & the actions taken.
- The relevant teacher must inform the principal of all incidents being investigated
- If it is established by the class teacher/principal/deputy principal that bullying has occurred, he/she must use the recording template at **Appendix B**.
- When the recording template is used, it must be retained by the class teacher in question and a copy maintained by the principal. Such records will be stored in a locked filing cabinet in both the classroom & Principals Office. Such records can only be accessed by class teacher/Principal/Deputy Principal.
- All Bullying incidents are recorded in the Principal's Child Protection Oversight Report (section 3) and are presented at the Board of Management meeting.

Established intervention strategies

- Teacher interviews with all pupils using a factual approach
- Negotiating agreements between pupils and following these up by monitoring progress.
- Working with parent(s)/guardian(s) to support school interventions
- Circle Time

7. PROGRAMME OF SUPPORT

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

- Pupils will understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.
- 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 & emotional resilience, to develop friendships and social skills.
- The process of restorative practice is in place. All staff will follow these procedures when bullying has occurred.
- If pupils require counselling of further supports the school will endeavour to liaise with the appropriate agencies to organise same. This may be for the pupil affected by bullying or involved in the bullying behaviour.

8. SUPERVISION AND MONITORING OF PUPILS

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

- There are thorough & systematic monitoring and supervision practices in the school.
- In relation to Acceptable Use Policy in the school
 - All Internet sessions are supervised by a teacher.
 - The school monitors & retains records of pupils' internet usage.
 - Pupils cannot access email accounts, chat rooms, discussion forums, messaging or other electronic communication fora unless approved by the school.

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.

This policy was adopted by the Board of Management on 4th June 2014 and reviewed October 2022.

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 and the patron if requested. School personnel will sign a form to acknowledge receipt of the newly reviewed policy. (Appendix C)

Signed: _____
(Chairperson of Board of Management)

Signed: _____
(Principal)

Date: _____

Date: _____

Date of next review: October 2025



MONEYSTOWN NATIONAL SCHOOL - ANTI BULLYING POLICY

APPENDIX A – 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 • Offensive or abusive language or comments • 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 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: Intentionally posting/ sharing without permission personal information which you then post online • Outing: Posting or sharing confidential or compromising information or images • 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 online comments e.g. blogs/games consoles etc
<p>Identity Based Behaviours; including any of the nine discriminatory grounds mentioned in Equality Legislation</p>	
<p>Homophobic and Transgender</p>	<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

	<ul style="list-style-type: none"> • Threats
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	<p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"> • Malicious gossip • Intended isolation & exclusion • Setting others up for ridicule
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"> • Offensive & Abusive Language • 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



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APPENDIX B - 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

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

Pupil concerned		Other Pupil		Parent		Teacher		Other Please State	
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4. Location of Incidents

Playground		Classroom		Corridor		Toilets		Other	
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5. Name of person(s) who reported the bullying concern

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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 _____

Signed _____ (Principal, acknowledging receipt of same)

Date _____



MONEYSTOWN NATIONAL SCHOOL

ANTI-BULLYING POLICY 2022-23 APPENDIX C

I have received a copy of the schools Anti-Bullying Policy 2022-2023 and understand my responsibilities as a school employee under the ‘DES Anti-Bullying Procedures for Primary and Post Primary Schools.’ I am aware that a copy of the guidelines is available in the school office or from the Principal or Deputy Principal on request.

Name	Position	Signature
Anne – Marie Morris	Principal	
Maebhe Durston	Deputy Principal	
Máire Hynes	Teacher APlI	
Ruth Wolohan	Teacher APlI	
Claire Byrne	Teacher	
Niamh O’ Donoghue	Teacher	
Gillian Kennedy	Teacher	
Elaine Kenna	SNA	
Jane Lockey	SNA	
Suzy Quirke	SNA	
Audrey Healy	SNA	
Hazel Healy	Secretary	
Claire Ann Mc Donnell	School Maintenance	
Alice Cooke	School Maintenance	