



## *Golden National School*

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# **Anti-Bullying Policy**

## **1. Introduction**

In accordance with the requirements of the Education (Welfare) Act 2000 and the Code of Behaviour guidelines issued by the NEWB (now part of Túsla – the Child and Family Agency), the Board of Management of Golden National School 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. Copies have been provided to all staff members, to the Parent Association and the policy is published on our website [www.goldens.ie](http://www.goldens.ie)

## **2. Key Principles In Preventing and Tackling Bullying Behaviour**

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;
- (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; 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

	<ul style="list-style-type: none"> <li>disturbing messages to an individual</li> <li>• <b>Impersonation:</b> Posting offensive or aggressive messages under another person's name</li> <li>• <b>Flaming:</b> Using inflammatory or vulgar words to provoke an online fight</li> <li>• <b>Trickery:</b> Fooling someone into sharing personal information which you then post online</li> <li>• <b>Outing:</b> Posting or sharing confidential or compromising information or images</li> <li>• <b>Exclusion:</b> Purposefully excluding someone from an online group</li> <li>• <b>Cyber stalking:</b> Ongoing harassment and denigration that causes a person considerable fear for his/her safety</li> <li>• Silent telephone/mobile phone call</li> <li>• Abusive telephone/mobile phone calls</li> <li>• Abusive text messages</li> <li>• Abusive email</li> <li>• Abusive communication on social networks e.g. Facebook/Ask.fm/ Twitter/You Tube or on games consoles</li> <li>• Abusive website comments/Blogs/Pictures</li> <li>• Abusive posts on any form of communication technology</li> </ul>
<b>Identity Based Behaviours</b> <b>Including any of the nine discriminatory grounds mentioned in Equality Legislation</b> (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).	
<b>Homophobic and Transgender</b>	<ul style="list-style-type: none"> <li>• Spreading rumours about a person's sexual orientation</li> <li>• Taunting a person of a different sexual orientation</li> <li>• Name calling e.g. Gay, queer, lesbian...used in a derogatory manner</li> <li>• Physical intimidation or attacks</li> <li>• Threats</li> </ul>
<b>Race, nationality, ethnic background and membership of the Traveller community</b>	<ul style="list-style-type: none"> <li>• Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background</li> <li>• Exclusion on the basis of any of the above</li> </ul>
<b>Relational</b>	<p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"> <li>• Malicious gossip</li> <li>• Isolation &amp; exclusion</li> <li>• Ignoring</li> <li>• Excluding from the group</li> <li>• Taking someone's friends away</li> <li>• "Bitching"</li> <li>• Spreading rumours</li> <li>• Breaking confidence</li> <li>• Talking loud enough so that the victim can hear</li> <li>• The "look"</li> </ul>

8) If bullying continues formal contact is made with parents of the pupils involved to discuss the incident and possible solutions. Minutes of the meeting are taken, and decisions are recorded.

9) If the incident involves the internet or social media, any relevant information, or posts (texts photos) must be removed.

Non-teaching staff such as SNA, secretary, caretakers, are encouraged to report any incidents of bullying behaviour witnessed by them, mentioned to them to the appropriate teaching member of staff. This will be recorded by filling in the school form.

**In cases where bullying has been proven the school takes the follow actions:**

Help and support will be sought for a bully. This will include speaking with them to discover why they became involved, informing their parents/guardians and continuing to work with them in order to modify their behaviour. The school code of behaviour applies to bullying. The bully will be helped to see things from the victims point of view. Sanctions as per the schools code of behaviour may be applied.

Help and support will be sought for a victim. They will be made aware that the school has dealt with the bullying behaviour, informing their parents/guardians and continuing to work with them to rebuild their self confidence and coping mechanisms.

Incidents of bullying will be used as opportunities for re-enforcing the anti-bullying policy and re-teaching aspects of the SPHE programme that apply. Follow-up meetings, where deemed appropriate may be arranged to assess progress and/or restore relationships.

The school will evaluate the effectiveness of the school policy – assessing regularly the level and type of bullying behaviour that may be happening in the school. Action will be taken as a result of these findings.

For cases of adult bullying the procedures, as outlined in the INTO / Management Bodies publication “Working Together - Procedures and Policies for Positive Staff Relations” will be followed.

## **5. Relevant Teachers For Investigating and Dealing With Bullying**

The relevant teachers (refer to section 6.8.3. and 6.8.4 in the Procedures for more information) for investigating and dealing with bullying are as follows:

- Principal
- Deputy Principal
- All class teachers
- Special Education Teachers

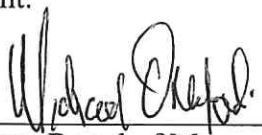
The relevant teacher is usually the class teacher who becomes aware of the bullying behaviour or to whom the bullying is reported. It is important for teaching colleagues to establish at the outset who is the relevant teacher. This does not take away from the fact that all staff has a shared responsibility to ensure our pupils are safe.

## **10. Dissemination**


This policy has been made available to school personnel, published on the school website and provided to the Parent Association. A copy of this policy will be made available to the Department and the patron if requested. This policy is cognisant of innocent parties at all times throughout any investigation.

## **11. Review**

This policy and its implementation will be reviewed by the Board of Management once in every term during the school year. Notification that the review has been completed will be published on the school website and provided to the Parent Association. 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

Date 23/3/23

Signed   
Principal/Secretary to the Board of Management

Date 23/03/23

**7. Where behaviour is regarded as identity-based bullying, indicate the relevant category:**

Homophobic	
Disability/SEN related	
Racist	
Member of travelling community	
Other	

**8. Brief Description of bullying behaviour and its impact**

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**9. Details of actions taken**

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**Signed:** \_\_\_\_\_ (Relevant Teacher)

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