



# **Blanchardstown West Educate Together National School**

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## **Anti Bullying Policy**

- The primary aims of our school community are to enhance our pupils' learning and to nurture a strong sense of active citizenship. Every member of our learning community plays a part in achieving these aims.
- We hope to achieve standards of academic success as close as possible to each child's potential and expect standards of behaviour that are based on principles of honesty, respect, consideration and responsibility.
- While the individuality of each pupil is acknowledged so too is every child's right to education in a disruption-free environment. Isolated disruptive incidents to others' learning during class time and in the playground are dealt with effectively by our code of positive behaviour.
- Repeated, systematic, covert and ongoing aggressive behaviour however, can be endured silently and is not as obvious as isolated incidents. Our school's anti bullying strategy hopes to identify and deal with this behaviour as soon as possible because it affects our school's aims of academic and social development for every child.
- Bullying is defined as "repeated aggression" whether verbal, psychological, or physical conducted by an individual or group against others.

**Examples include:**

Repeated physical aggression over time, Repeated damage to property over time, Repeated Intimidation over time,  
 Repeated isolation over time, Repeated name-calling over time, Repeated taunting over time.

**Combinations include:**

Child(ren) to child, teacher to child & v/v, intra staff, parent to staff & v/v, parent to any child

- Our school acknowledges that there are three parties always involved in bullying;  
**1. The bully                      2. The bullied                      3. The witness**
- Staff are cognisant that all three parties need support and understanding when resolving the issue.
- This anti-bullying policy operates in conjunction with our school's Code of Positive Behaviour which is used to address isolated incidents of anti-social behaviour.

**Aims of our Anti-Bullying Policy**

1.	To foster a school-wide ethos of mutual and self respect
2.	To identify bullying as an unacceptable form of behaviour.
3.	To outline and raise awareness of preventative approaches to reported incidents of bullying
4.	To develop a programme of support for all parties involved in bullying
5.	To outline the procedure for reporting, investigating and dealing with bullying
6.	To focus school-wide on anti bullying at least once per year – web, newsletter, SPHE, assembly etc

**Possible Signs of Bullying**

1.	Reluctance to go to school, nervous and anxious and withdrawn
2.	A deterioration in school work
3.	Unexplained bruises or scratches and evasive when questioned.
4.	Personal effects missing – books, clothes, topical gadgets.
5.	Uncharacteristic bullying of younger siblings

**Roles and Responsibilities**

1.	Board of Management	<ul style="list-style-type: none"> <li>• The BOM has overall responsibility for ensuring that every member of our school community is enabled to deal with bullying.</li> <li>• The BOM ensures that time and resources are provided to formulate policy and procedure.</li> <li>• The BOM has to be satisfied that preventative measures have to been put in place.</li> </ul>
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2.	School Staff	<ul style="list-style-type: none"> <li>• Staff should foster an atmosphere of friendship, respect, and tolerance. Children’s self esteem should be developed through celebrating individual differences, achievements, acknowledging good behaviour, and providing opportunities for success.</li> <li>• Empathy should be developed in pupils by using circle time to reflect on how others feel.</li> <li>• Staff should be vigilant and respond sensitively to disclosures of bullying and investigate all incidents.</li> <li>• A pre requisite for the success of our anti bullying policy is a sincere mutual respect for everyone.</li> <li>• The Learn Together curriculum, Circle time, Discussion of real incidents, SPHE, school Assemblies, Visual arts and music are methods we use for effective teaching of preventative strategies and procedures.</li> </ul>
3.	Pupils	<ul style="list-style-type: none"> <li>• Developing mutual respect is the greatest anti bullying strategy and this is inculcated by staff in the first instance.</li> <li>• An environment of reporting incidents also acts as a very strong anti bullying strategy.</li> <li>• Once our pupils take ownership of these two strategies they have a responsibility to transfer it to new pupils.</li> </ul>
4.	Parents	<ul style="list-style-type: none"> <li>• Parents should participate in the development of our anti-bullying policy and support its principles as much as possible.</li> <li>• They should be vigilant in watching out for signs of their child being bullied or bullying and follow the steps of resolving and prevention.</li> <li>• Parents will be informed through worksheets/discussion sheets that are regularly sent home as follow-up preventative measures.</li> </ul>

**In BWETNS our resolution of reported Child to child bullying follows three distinct stages – teacher in class, principal/parents, BOM.**

	<ul style="list-style-type: none"> <li>• A child informs a teacher that eg another child has hit her while playing in the playground.</li> <li>• This is an isolated incident and <b><u>IS NOT bullying</u></b>.</li> <li>• This situation and all other “once off” incidents are dealt with by following the steps of our Code of Positive Behaviour.</li> </ul>
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<p>Stage One</p>	<ul style="list-style-type: none"> <li>• An occurrence of bullying (either reported or observed by teacher) that can be resolved effectively by the class teacher. Class teacher keeps a dated record of the process.</li> <li>• All parties' esteem require protection. The principal will be informed and will help if requested to do so. All parties' parents are informed and encouraged to support.</li> <li>• If the actions taken have not resolved the situation then it is taken on to stage Two.</li> </ul>
<p>Stage Two</p>	<ul style="list-style-type: none"> <li>• The principal arranges to meet both parties' parents/guardians separately.</li> <li>• The bully will be placed "On report" – Recording his/her behaviour three times daily with teacher. They decide together what should be written for each time. All aspects of behaviour are recorded especially positive aspects. This motivates the child to repeat good behaviour. The child should see that school and home are working together in his/her interest and realise its importance.</li> <li>• A weekly review of the reports will take place with teacher, child, parent and principal. As behaviour improves the interval increases.</li> <li>• The victims' needs are also addressed and in conjunction with the parents strategies are devised to prevent future occurrences of bullying.</li> </ul>
<p>Stage Three</p>	<ul style="list-style-type: none"> <li>• If there is a member of our school community who does not regard our school environment as a safe one due to bullying, then the process as set out by our Code of Positive Behaviour is followed.</li> <li>• In consultation with the BOM and parents, the principal sets out a programme with a view to encourage positive behaviour and support the esteem of all parties involved.</li> <li>• Sanctions employed may be characterised by a withdrawal of the bully from the school for a short period to afford a "cooling off" cushion of time and "time for reflection" for everyone.</li> <li>• The chairperson of the BOM will be informed in writing by the principal of all suspensions.</li> <li>• The principal has discretion in arranging independently for suspensions of a period of one day for Health &amp; Safety reasons. Chairperson will be informed as soon as possible.</li> </ul>

## Other forms of Bullying and BWETNS procedure

Intra Staff	BWETNS will adapt the procedures outlined in section C (2) of the INTO booklet entitled “Working Together: Procedures and Policies for Positive Staff Relations”
Teacher – Child	Parents should approach the teacher first and if unresolved speak with the principal. If a resolution is not reached to the satisfaction of both parties, a written outline of the situation should be sent to the BOM for investigation.
Parent – Teacher	The principal should be informed and follow the steps outlined above. If necessary the BOM should be informed in writing, investigate and follow procedure.
Principal – teacher/ parent/ child	The principal should be approached in the first instance and if unsatisfactorily resolved, the chairperson of the BOM should be informed in writing.

- This policy will be reviewed in conjunction with our Code of Positive behaviour. We anticipate that our core policies will be reviewed every two years.
- If any minor amendments have to be made in the interim to ensure the success of the policy on a “day to day” basis, they will be ratified by the Board of Management and relayed to the staff and parent body immediately.
- This policy will form part of the “Welcome Pack” that all new staff members are guided through on appointment ensuring consistency is achieved in critical elements of the school’s functioning.

This policy was ratified by the Board of Management

Signed on behalf of BOM

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Denis Moynihan (Chairperson)

Date \_\_\_\_\_