**St Paul’s NS Bullying Statement**

**School Position on Bullying**

The St Pauls national school community believes that each pupil has a right to an education free from fear and intimidation.

The school regards bullying as a serious infringement of individual rights and a serious threat to the self-esteem and self-confidence of targeted pupil(s). Therefore it does not tolerate bullying of any kind.

Every report of bullying is treated seriously and dealt with, having due regard for the well being of the targeted pupil(s) and the perpetrator(s).

An 'Anti-Bullying Team,' made up of all staff members, exists to cultivate an environment free from bullying.

The immediate priority, should a bullying incident occur, is ending the bullying, (*thereby protecting the person(s) being targeted*) and resolving the issues and restoring the relationships involved insofar as is practicable using a “Reform, not Blame” approach.

All pupils are expected to contribute to the creation and maintenance a safe environment in the school. On becoming aware of any bullying situation, in or outside the school, involving members of the school community they should notify a trusted responsible adult. Bullying behaviour is too serious not to report.

Pupils’ participation in school life in general is encouraged through existing school structures. Awareness of bullying, and willingness to take action to prevent or stop it, is part of this participation.

**Anti-Bullying Policy**

1. In accordance with the requirements of the *Education (Welfare) Act 2000* and the code of behavior guidelines issued by the NEWB, the Board of Management of St Paul’s NS has adopted the following anti-bullying policy within the framework of the school’s overall code of behavior. 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 recognizes 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 behavior:
* 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 behavior 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 behavior (including use of established intervention strategies); and
* On-going evaluation of the effectiveness of the anti-bullying policy
1. In accordance with the *Anti-Bullying Procedures for Primary and Post-Primary Schools* bullying is defined as follows:

***Bullying is unwanted negative behavior, 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 behavior 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 behavior, 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 behavior.

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 behavior.

Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the school’s code of behaviour.

This definition includes a wide range of behaviour, whether verbal or written, whether physical or social, whether targeting person or property, whether carried out directly or indirectly or through any electronic or other medium, which could harm a pupil or undermine her/his self-esteem or self-confidence.

Appendix 1 gives a list of specific examples of bullying behaviour. This list is not exhaustive.

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

1. The “Relevant Teacher(s)” for investigating and dealing with bullying in this school is/are as follows:
* Ms Mc Namara for infant class,
* Ms Duffy for first and second class.
* Ms Staunton for third and fourth class
* Ms Cafferkey for fifth and sixth class.

(*“At primary level, the relevant teacher will normally be the class teacher.”* Procedures 6.8.3).

1. The education and prevention strategies (including strategies specifically aimed at cyber-bullying and identity based bullying) used by the school are as follows:
* The anti-bullying module of the SPHE programme as it applies during each school year,
* At least five awareness-raising exercises per school year for each class group (*e.g. from the “Awareness-Raising” strand of the Anti-Bullying Campaign, via its website*), pro-actively explaining the nature and variety, causes, consequences and unacceptability of bullying.
* Pupils are helped to examine the issue of bullying in a calm rational way, outside of the tense context of particular bullying incidents. In the process they are made more aware of the nature of bullying and the various forms that it can take.
* Pupils are made aware that the consequences of bullying behaviour are always bad for those who are targeted, even if this is not always obvious at the time.
* Pupils are encouraged to recognise, reject and report bullying behaviour, either spontaneously or through questionnaires that are regularly used in the school.

Through presentations or other exercises, the school staff and parents/guardians are made aware of the nature of bullying and the signs that might indicate that a pupil is being bullied. They are encouraged to be vigilant in watching out for signs of bullying and to report any suspicion of bullying they may have to the “Relevant Teacher” (in the case of staff members) or any staff member (in the case of parents/guardians).

Through regular reports in school newsletters and other communications as well as at meetings with parent/guardian groups parents/guardians are regularly informed of the activities of the school 'Anti-Bullying Team' and encouraged to support its work.

* An annual anti-bullying/friendship day/week
1. 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, (e.g. the six step approach available from the “Dealing with Incidents” section of the Anti-Bullying Campaign website) are as follows:
* The ‘Relevant Teacher’ investigates all instances of reported or suspected bullying behaviour, whether these take place within the school or outside it, with a view to establishing the facts and bringing any such behaviour to an end.
* The School, through the ‘Relevant Teacher’ reserves the right to ask any pupil to write an account of what happened, as part of an investigation. This will be a standard procedure and does not necessarily imply that a pupil is guilty of misbehaviour.
* Pupils who are alleged to have been involved in bullying behaviour are interviewed by the ‘Relevant Teacher’ to establish the nature and extent of the behaviour and any reasons for it. In the event that they have been involved in bullying behaviour they are asked to sign a binding promisethat they will treat all pupils fairly, equally and respectfully including the targeted pupil(s).
* The 'Relevant Teacher’ does not apportion blame but rather treats bullying behaviour as a "mistake" that can and must be remedied. S/he emphasises that the intention is not to punish perpetrators but to talk to them, to explain how harmful and hurtful bullying is and to seek a promise that it will stop. If that promise is forthcoming and is honoured there will be no penalty and that will be the end of the matter.Pupils who report bullying therefore are not getting others "in trouble" so much as enabling them to get out of trouble into which they may ultimately get if the bullying continued.
* When an investigation is completed and/or a bullying situation is resolved the 'Relevant Teacher' will complete a report, to include the findings of the investigation, the strategy adopted and the outcome of the intervention, as well as any other relevant information.
* If a pupil has signed such a promise but then chooses to break that promise and continue the bullying behaviour, this can then no longer be considered a "mistake." In this event parent(s)/guardian(s) will be informed and requested to countersign their daughter/son’s promise. Breach of this additional promise by further bullying behaviour is regarded as a very grave matter and a serious sanction may be imposed by the school authorities (See sanctions below).
* All documentation regarding bullying incidents and their resolution is retained securely in the school.
* Sanctions:

Where a pupil has been found to be engaged in bullying behaviour, has formally promised to stop and has broken that promise, any of the following sanctions may be imposed:

* S/he may be required to sign another promise, this time countersigned by a parent/guardian;
* Parent(s)/guardian(s) may be contacted by the ‘Relevant Teacher’ and informed of the nature and extent of the bullying behaviour with a view to agreeing a strategy whereby a promise to end the bullying behaviour would be honoured;
* Parent(s)/guardian(s) may be invited to a meeting with the ‘Relevant Teacher’ and the Principal and the pupil may be suspended from school.
* The case may be referred to the Board of Management and the pupil may be expelled from the school.
1. The school’s programme of support for working with pupils affected by bullying is as follows:
* Bullied pupils:
* Ending the bullying behaviour,
* Changing the school culture to foster more respect for bullied pupils and all pupils,
* Changing the school culture to foster greater empathy towards and support for bullied pupils,
* Indicating clearly that the bullying is not the fault of the targeted pupil through the awareness-raising programme,
* Indicating clearly that the bullying is not the fault of the targeted pupil through the speedy identification of those responsible and speedy resolution of bullying situations,
* After resolution, enabling bullied pupils to complete a victim-impact statement,
* Making adequate counselling facilities available to pupils who need it in a timely manner,
* Helping bullied pupils raise their self-esteem by encouraging them to become involved in activities that help develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school).
* Implementing a “buddy system” in the school (*if applicable*),
* Bullying pupils:
* Making it clear that bullying pupils who reform are not blamed or punished and get a “clean sheet,”
* Making it clear that bullying pupils who reform are doing the right and honorable thing and giving them praise for this,
* Making adequate counseling facilities available to help those who need it learn other ways of meeting their needs besides violating the rights of others,
* Helping those who need to raise their self-esteem by encouraging them to become involved in activities that develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school),
* Using learning strategies throughout the school and the curriculum to help enhance pupils’ feelings of self-worth,
* In dealing with negative behavior in general, encouraging teachers and parents to focus on, challenge and correct the behaviour while supporting the child,
* In dealing with bullying behaviour seeking resolution and offering a fresh start with a “clean sheet” and no blame in return for keeping a promise to reform.
1. 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.

1. The Board of Management confirms that the school will, in accordance with its obligations under equality legislation, take all such steps as 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.
2. This policy was adopted by the Board of Management on 24/10/2013.
3. 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 of Education and Skills and to 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 to the Department of Education and Skills and to the patron if requested.

Signed: *Ursula Murphy* (Chairperson of the Board of Management)

Signed: *Donna Cafferkey* (School Principal)

Date: 19/10/21

Date of next review: October 2022

**Appendix 1**

***Bullying can take a number of forms. These may include any of the following (this list is not exhaustive):***

* **Repeated aggressive behaviour/attitude/body language, for example:**

Shouting and uncontrolled anger,

Personal insults,

Verbal abuse,

Offensive language directed at an individual,

Continually shouting or dismissing others,

Public verbal attacks/criticism,

Domineering behaviour,

Open aggression,

Offensive gestures and unwanted physical contact.

* **Intimidation, either physical, psychological or emotional, for example:**

Treating in a dictatorial manner,

Ridicule,

Persistent slagging,

Deliberate staring with the intent to discomfort.

Persistent rudeness in behaviour and attitude toward a particular individual.

Asking inappropriate questions/making inappropriate comments re. personal life/family

Asking inappropriate questions/making inappropriate comments re. social life or schoolwork.

* **Interference with property, for example:**

Stealing/damaging books or equipment

Stealing/damaging clothing or other property

Demanding money with menaces

Persistently moving, hiding or interfering with property

Marking/defacing property

* **Undermining/Public or Private Humiliation, for example:**

Condescending tone,

Deliberately withholding significant information and resources,

Writing of anonymous notes,

Malicious, disparaging or demeaning comments,

Malicious tricks/derogatory jokes,

Knowingly spreading rumours,

Belittling others’ efforts, their enthusiasm or their new ideas,

Derogatory or offensive nicknames (name-calling),

Using electronic or other media for any of the above (cyber bullying),

Disrespectfully mimicking a particular individual in his/her absence,

Deliberately refusing to address issues focusing instead on the person.

* **Ostracising or isolating, for example:**

Deliberately marginalising an individual

Deliberately preventing a person from joining a group,

Deliberately preventing from joining in an activity, schoolwork-related or recreational

Blaming a pupil for things s/he did not do.

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

**Examples of bullying behaviours**

| **General behaviours which apply to all types of bullying** | * 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
* the ‘look’
* invasion of personal space
* a combination of any of the types listed.
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| **Cyber** | * **Denigration**: spreading rumours, lies or gossip to hurt a person’s reputation.
* **Harrassment:** 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 when 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 calls
* Abusive telephone/mobile phone calls
* Abusive text messages
* Abusive email
* Abusive communication on social networks e.g. Facebook/Ask F.M/Twitter/You Tube or on games consoles
* Abusive website comments/Blogs/Pictures
* Abusive posts or any form of communication technology
 |
| **Identity Based Behaviours****Including any of the nine discriminatory grounds mentioned in Equality Legislation (**gender including transgender, civil status, sexual orientation, religion, age, disability, race and membership of the Traveller community |
| **Homophobic and Transgender** | * 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
* Threats
 |
| **Race, nationality, ethnic background and membership of the Traveller community** | * Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveler background
* Exclusion on the basis of any of the above
 |
| **Relational** | This involves manipulation relationships as a means of bullying. Behaviours include:* Malicious gossip
* Isolation and exclusion
* Ignoring
* Excluding from the group
* Taking someone’s friends away
* ‘bitching’
* Spreading rumours
* Breaking confidence
* Talking loud enough so that the victim can hear
* The ‘look’
* Use or terminology such as ‘nerd’ in a derogatory way
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| **Sexual** | * Unwelcome or inappropriate sexual comments or touching
* Harassment
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| **Special Educational Needs,****Disability** | * Name calling
* 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
 |

**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:**

* A positive school-wide (involving attitude school management, staff, parents and pupils) and involvement can assist considerably in countering bullying behaviour in schools. In addition to the role of management and staff, parents and pupils have a role and responsibility in helping the school to prevent and address school-based bullying behaviour and to deal with any negative impact within school of bullying behaviour that occurs elsewhere. Parents should also recognise that a school that openly discusses bullying is acting positively and that they need to work with their school to ensure there is a coherent, school-wide approach to tackling the issue.
* 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 extracurricular 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.
* An annual audit of professional development needs with a view to assessing staff requirements through internal staff knowledge/expertise and external sources.
* Professional development with specific focus on the training of relevant teachers.
* School wide awareness raising and training on all aspects of bullying, to include pupils, parents/guardians 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.
* Lunchtime Pals and other student support activities that can help to support pupils and encourage a culture of peer respect and support.
* Development and protion 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 parents/guardians are given a copy as part of the Code of Behaviour of the school.
* The implementation of regular (per term) whole school awareness measures e.g. a dedicated notice board in the school and classrooms on the promotion of friendship, and bullying prevention; annual Friendship Week; annual student surveys.
* Encourage a culture of telling, with particular emphasis on the importance of bystanders. In that way pupils will gain confidence in ‘telling’. Their 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.
* Ensuring that pupils know who to tell and how to tell, e.g.:
* Direct approach to teacher at an appropriate time, for example after class.
* Hand note up with homework.
* Make a phone call to the school or to a trusted teacher in the school.
* Get a parent/friend to tell on your behalf.
* Administer a confidential questionnaire once a term to all pupils.
* Ensure bystanders understand the importance of telling, if they witness or know that bullying is taking place.
* Identify clear protocols to encourage parent to approach the school if they syspect that their child is being bullied. The protocol should be developed in consultation with parents.
* The development of an Acceptable Use Policy 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 mobile phones.

**Implementation of curricula**

* The SPHE curriculum makes specific provision for exploring bullying as well as the inter-related areas of belonging and integrating, communication, conflict, friendship, personal safety and relationships. The Stay Safe, RSE and Webwise programmes are personal safety skills programme which seeks to enhance children’s self-protection skills including their ability to recognise and cope with bullying.
* Continuous Professional Development (CPD) for school staff on the topic of Bullying including cyber-bullying.
* Delivery of the Garda SPHE Programme. These lessons, delivered by Community Gardai, cover issues around personal safety and cyber-bullying.
* The school will specifically consider the additional needs of of SEN pupils with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately.
* The school will implement the advice in ‘Sexual Orientation advice for schools’ (RSE Primary)
* As self-esteem is a major factor in determining behaviour, schools should, through both their curricular and extra-curricular programmes, provide pupils with opportunities to develop a positive sense of self-worth.
* There is space within the teaching of all subjects such as Art, Drama, Religious Education, and Physical Education, to foster an attitude of respect for all: to promote the value of diversity; to address prejudice and stereotyping and to highlight the unacceptability of bullying behaviour.

**Links to other policies**

* Code of Behaviour, Child Protection Policy, Supervision Policy, Attendance Policy, Acceptable Use Policy, Sporting Activities

**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. Good supervisory and monitoring systems also facilitate early intervention. Pupils in the senior room can be used as a resource to assist in countering bullying in the playground.

**Procedures for Investigating and 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).

The school’s procedures must be consistent with the following approach.

Every effort will be made to ensure that all parties involved (including pupils and parents understand this approach from the outset).

**Reporting bullying behaviour**

* Any pupils or parent may bring a bullying incident to any teacher in the school.
* All report, including anonymous reports of bullying, will be investigated and dealt with by the relevant teacher.
* Teaching & non-teaching staff such as secretaries, SNAs, football coaches and caretakers must report any incidents of bullying behaviour witnessed by them, or mentioned to them , to the relevant teacher.

**Investigating and dealing with incident: Style of approach**

* In investigating and dealing with bullying, the (relevant)teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved;
* 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;
* Teachers should take a calm, unemotional problem-solving approach.
* Where possible incidents should  be investigated outside the classroom situation to ensure the privacy of all involved;
* All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way;
* When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner;
* If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other’s statements;
* Each member of a group should be supported through the possible pressures that may face them from the other members of the group after the interview by the teacher;

 It may also be appropriate or helpful to ask those involved to write down their account of the incident(s)

* In cases where it has been determined by the relevant teacher that bullying behaviour has 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)/guardian(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)/guardian(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)/guardian(s)s or the school Principal or Deputy 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 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) 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:

**Informal- pre-determination that bullying has occurred**

* All staff must keep a written record of any incidents witnessed by them or notified to them. Consideration needs to be given to where the records will be made e.g. incident book. All incidents must be reported to the relevant teacher
* While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher must keep a written record of the reports, the actions taken and any discussions with those involved regarding same
* The relevant teacher must inform the principal of all incidents being investigated.

**Formal Stage 1-determination that bullying has occurred**

* If it is established by the relevant teacher that bullying has occurred, the relevant teacher must keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.
* The school in consultation with the relevant teacher/s should develop a protocol for the storage of all records retained by the relevant teacher.

**Formal Stage 2-Appendix 3 (From DES Procedures)**

The relevant teacher must use the recording template at **Appendix 3** to record the bullying behaviour in the following circumstances:

 a) in cases where he/she considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour occurred; and

b) Where the school has decided as part of its anti-bullying policy that in certain circumstances bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable.

The school should list behaviours that must be recorded and reported immediately to the principal. These should be in line with the school’s code of behaviour.

When the recording template is used, it must be retained by the relevant teacher in question and a copy maintained by the principal. Due consideration needs to be given to where these records are kept, who has access to them, and how long they will be retained. Decisions around record keeping should be noted in this policy.

**Established intervention strategies**

* Teacher interviews with all pupils
* Negotiating agreements between pupils and following these up by monitoring progress. This can be on an informal basis or implemented through a more structured mediation process
* Working with parent(s)/guardian(s)s to support school interventions
* No Blame Approach
* Circle Time
* Implementing questionnaires

The Procedures mention the following intervention strategies and reference Ken Rigby;

[www.bullyingawarenessweek.org/pdf/BullyingPreventionStrategiesinSchools Ken Rigby.pdf](http://www.bullyingawarenessweek.org/pdf/BullyingPreventionStrategiesinSchools%20Ken%20Rigby.pdf)

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

**School’s Programme of Support**

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

(see Section 6.8.16 of the Anti-Bullying Procedures for Primary and Post-Primary Schools)

| * 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 e.g.

         - Pastoral care system         - Buddy / Peer mentoring system                     - Group work such as circle time * 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.
* Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.
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 **Supervision and Monitoring of Pupils – refer to Supervision policy and Acceptable Use Policy (internet usage)**

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.

**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 in October 2013 and is reviewed annually by the BOM.

This policy has been made available to school personnel and will be provided to parents and Parents’ Association on request. A copy of this policy will be made available to the Department and the patron if requested.

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 and  to the parents. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: *Ursula Murphy* (Chairperson of the BOM)

Date: 19/10/21

Signed: *Donna Cafferkey* (School Principal)

Date: 19/10/21

Date of next review: October 2022

**Practical tips for building a positive school culture and climate**

| The following are some practical tips for immediate actions that can be taken to help build a positive school culture and climate and to help prevent and tackle bullying behaviour. * Model respectful behaviour to all members of the school community at all

times. * Explicitly teach pupils what respectful language and respectful behaviour

looks like, acts like, sounds like and feels like in class and around the school. * Display key respect messages in classrooms, in assembly areas and around

the school. Involve pupils in the development of these messages. * Catch them being good - notice and acknowledge desired respectful

behaviour by providing positive attention. * Consistently tackle the use of discriminatory and derogatory language in the

school – this includes homophobic and racist language and language that is belittling of pupils with a disability or SEN. * Give constructive feedback to pupils when respectful behaviour and

respectful language are absent. * Have a system of encouragement and rewards to promote desired behaviour

and compliance with the school rules and routines. * Explicitly teach pupils about the appropriate use of social media.
* Positively encourage pupils to comply with the school rules on mobile phone

and internet use. Follow up and follow through with pupils who ignore the rules. * Actively involve parents and/or the Parents’ Association in awareness raising

campaigns around social media. * Actively promote the right of every member of the school community to be

safe and secure in school. * Highlight and explicitly teach school rules in pupil friendly language in the

classroom and in common areas. * All staff can actively watch out for signs of bullying behaviour.
* Ensure there is adequate playground/school yard/outdoor supervision.
* School staff can get pupils to help them to identify bullying “hot spots”

and “hot times” for bullying in the school. Hot spots tend to be in the playground/school yard/outdoor areas, changing rooms, corridors and other areas of unstructured supervision. Hot times again tend to be times where there is less structured supervision such as when pupils are in the playground/school yard or moving classrooms. **Template for recording bullying behaviour**1. **Name of pupil being bullied and class group**

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Class\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 1. **Name(s) and class(es) of pupil(s) engaged in bullying behaviour**

| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |
| --- |
|  |
|

| Pupil concerned |  |
| --- | --- |
| Other Pupil |  |
| Parent |  |
| Teacher |  |
| Other |  |

 |

| Playground |  |
| --- | --- |
| Classroom |  |
| Corridor |  |
| Toilets |  |
| 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 the Travelling 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/Deputy Principal \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Appendix 4 Checklist for annual review of the anti-bullying policy and its implementation**The Board of Management 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 *Anti-Bullying Procedures for Primary and Post-Primary Schools*?
 |
| --- |
| * 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?
 |
| * Have any parents withdrawn their child from the school citing dissatisfaction with the school’s handling of a bullying situation?
 |
| * Have any Ombudsman for Children investigations into the school’s handling of a bullying case been initiated or completed?
 |
| * 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?
 |
| * Has the Board put in place an action plan to address any areas for improvement?
 |

Signed : *Ursula Murphy* (Chairperson B.O.M.)Date :19/10/21Signed: *Donna Cafferkey* (Principal)Date :19/10/21 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |