Anti-Bullying Policy

Content of Policy

1. Introduction 3

2. The Board of Management 3

3. Positive School Culture 3

Effective leadership 4

A school-wide approach 4

Effective supervision and monitoring of pupils; 5

Supports for staff; 5

3. School Bullying defined 5

4. Dealing with bullying 8

5. The education and prevention strategies 8

6. The primary aim in investigating and dealing with bullying 10

Reporting bullying behaviour 10

Follow up and recording 11

Recording of bullying behaviour 12

Informal- pre-determination that bullying has occurred 12

Formal Stage 1-determination that bullying has occurred 12

Formal Stage 2-Appendix 3 (From DES Procedures) 13

7. The school's programme of support 13

8. Supervision and Monitoring of Pupils 14

9. Prevention of Harassment 15

Appendix 1 16

Appendix 2 16

Appendix 3 17

Appendix 4 20

1. Introduction

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 St. Finian's 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

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;

3. Positive School Culture

In St. Finian's NS we consider the following to be key elements of a Positive School Culture:

- We acknowledges the right of each member of the school community to enjoy school in a secure environment
- We acknowledge the uniqueness of each individual and their worth as a human being
- We promote positive habits of self- respect, self -discipline and responsibility among all its members.
- We actively prohibit vulgar, offensive, sectarian or other aggressive behaviour by any of its members
- We have a clear commitment to promoting equity in general and gender equity in particular in all aspects of its functioning
- We have the capacity to change in response to its pupils needs
- We identify aspects of its curriculum through which positive and sustainable influences can be exerted towards forming pupils attitudes and values
- We take particular care of 'at risk' pupils and uses its systems to identify needs and facilitate early intervention where necessary –thus responding to the needs, fears & anxieties of individual members in a sensitive manner
- St. Finian's NS recognises the need to work in partnership with and keep parents informed on procedures to improve relationships within the school community
- We recognise the right of parents to share in the task of equipping pupils with a range of life skills.

- We recognise the role of other community agencies in preventing and dealing with bullying
- We promote habits of mutual respect, courtesy and an awareness of the interdependence of people in groups and communities
- We promote qualities of social responsibility, tolerance and understanding among its members both in school and outside of school
- Staff members share a collegiate responsibility, under the direction of the Principal, to act in preventing bullying/aggressive behaviour by ANY MEMBER of the school community

Effective leadership

- The BOM has overall responsibility to ensure that this policy is effective, sustainable and measured. The BOM must ensure that accountability is of the highest standard and frequently appraise the outcomes of the strategies and measures contained within the policy
- ISM Team have a clear role to act in a leadership capacity within the school community, stimulating a whole school approach to preventing and tackling bullying – and modelling best practice
- The Principal of St. Finian's NS as key leader strongly influences attitudes and sets standards in relation to dealing with bullying
- Teachers must act as good role models and not misuse authority, but be fair, clear and consistent in their disciplinary measures.

A school-wide approach

- A whole community approach to the problem of bullying is required and St. Finian's School community comprises of management, teachers, non-teaching staff, pupils, parents/guardians
- Beyond the school community, bullying behaviour may extend to outside of school. Where this negatively impacts on a school - parents and pupils have a responsibility to support the school in helping to address the issue. This applies particularly (but not exclusively) to cyber bullying.
- The assistance of Gardaí, Tusla and Community Workers may be required in some cases
- Collective vigilance is needed throughout the whole school/community sector to identify and deal with issues around bullying in a fair and equitable manner
- A shared understanding of what bullying is and its impact
- St. Finian's NS endeavours to put in place appropriate systems to ensure that ALL relevant members of the school community (parents, pupils, staff and the wider community) have a shared understanding of what constitutes bullying behaviour as defined in this policy (Section 2&3 of Anti Bullying Procedures for Primary & Post Primary Schools)
- 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;

- Staff members have a distinct responsibility to ensure that supervision of pupils in class is effective and consistent
- Supervision in playground areas must be managed and conducted effectively, with particular attention given to 'hot spots' or 'hot times' eg arrival & dismissal
- The Student Council are consulted in drawing up policies.
- The lollipop person is a significant support in addressing and identifying potential bullying scenarios
- School Staff are well placed to inform if any behaviour which may constitute bullying is noticed

Supports for staff;

- Regular discussion and review of policy and procedures is essential to support staff on a continuous basis
- All staff must have a uniform interpretation of what is expected in relation to bullying, how to identify possible bullying behaviours, how to manage disclosures and how to deal effectively with incidents of bullying within the classroom context
- Staff must be aware that supporting one another is a key aspect of prevention and new/inexperienced members of staff must be given every opportunity to discuss concerns and model best practice
- CPD in relation to Anti Bullying Strategies will be supported and encouraged for all members of 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

3. School Bullying defined

In accordance with the *Anti-Bullying Procedures for Primary and Post-Primary Schools* bullying is defined as follows:

Bullying is 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

Cyber bullying is a criminal offence.

1. *Section 10 of the Non-Fatal Offences Against the Persons Act 1997* prohibits harassment of a person
   " by any means" by "persistently following, watching, pestering, besetting or communicating with him or her"

2. *Section 13(1) of the Post Office (Amendment) Act 1951 makes it an offence if a person*

- (a) sends by telephone any message that is grossly offensive or is indecent, obscene or menacing or
- (b) for the purpose of causing annoyance, inconvenience, or needless anxiety to another person
  - Sends by telephone any message that the sender knows to be false, or
  - Persistently makes telephone calls to another person without reasonable cause.
- 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 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.

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

Bullying Behaviours which are relevant to our context:

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.
Cyber	• **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
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).	
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 traveller background • Exclusion on the basis of any of the above
Relational	This involves manipulating relationships as a means of bullying. Behaviours include: • Malicious gossip • Isolation & 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
Sexual	● Unwelcome or inappropriate sexual comments or touching ● Harassment
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

4. Dealing with bullying

The relevant teachers for investigating and dealing with bullying in accordance with the Anti - Bullying Procedures for Primary & Post Primary Schools – section 6:7.6, 6:7.7 - are as follows:

- All class teachers
- Deputy Principal
- Principal

A pupil or parent may bring a bullying concern to any teacher in the school.
The relevant teacher for investigating and dealing with bullying is the class teacher.

Individual teachers must take appropriate measures regarding reports of bullying behaviour in accordance with the school's anti-bullying policy.

In these procedures, the member of teaching staff who has responsibility for investigating and dealing with bullying is referred to as the "relevant teacher".

5. 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 (see Section 6.5 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

Education and prevention strategies
School-wide approach ● A school-wide approach to the fostering of respect for all members of the school community.

- 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 is encouraged throughout the year.
- 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 the relevant teachers
- School wide awareness raising and training on all aspects of bullying, to include pupils, parents/guardians and the wider school community is encouraged.
- 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 the student council in contributing to a safe school environment e.g. Buddy system, mentoring, Lunchtime Buddies and other student support activities that can help to support pupils and encourage a culture of peer respect and support.
- Development and promotion of an Anti-Bullying code for the school-to be 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 on enrolment.
- Each year the school will endeavour to promote the prevention of bullying within the school. This will be done by organising Anti-bullying drives throughout the year/ poster competitions/class activities as well as surveys and awareness campaigns.
- Encourage a culture of telling, with particular emphasis on the importance of bystanders. In that way pupils will gain confidence in 'telling'. 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.
- 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
    - Anti-bully or Worry box?
    - Get a parent/guardian or friend to tell on your behalf.
    - Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- Identify clear protocols to encourage parents/guardians to approach the school if they suspect 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.
- Teachers responses to a child's disclosure has to be uniform and if in any doubt speak to management team or DLP

Implementation of curricula

- The full implementation of the SPHE and the RSE and Stay Safe Programmes.
- Continuous Professional Development for staff in delivering these programmes.
- School wide delivery of lessons on bullying from evidence based programmes.
- The school should list every resource related to the SPHE curriculum, and make a list of supports.
- Delivery of the Garda SPHE Programmes at primary level. These lessons, delivered by Community Gardai, cover 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.
- School uses Zeeko to combat cyber bullying, Accord for RSE and SPHE programmes.
- The school will consider the implement of advice in "Sexual Orientation advice for schools" (RSE Primary, see booklet) .

Links to other policies

Hereunder is a List of school policies, practices and activities that are particularly relevant to bullying:

- Code of Behaviour Child Protection Policy,
  Supervision of pupils, Acceptable Use policy,
  Attendance, Sporting Activities/ Extra Curricular Activities Policy
  Pastoral Care policy
  School Tours Policy
  SEN Policy, H&S Policy

6. 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 involved (including pupils, parents/guardians) understand this approach from the outset.

Reporting bullying behaviour

- Any pupil or parent(s)/guardian(s) may bring a bullying incident to any teacher in the school.
- All reports, including anonymous reports of bullying, will be investigated and dealt with by the relevant teacher.
- 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 relevant teacher;
- Investigating and dealing with incidents: Style of approach (see section 6.8.9)

- In investigating and dealing with bullying, the relevant teacher will exercise 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 her how she is in breach of the school's anti-bullying policy and efforts should be made to try to get 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 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 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 attached to record the bullying behaviour in the following circumstances:

A. in cases where she considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after she has determined that bullying behaviour occurred; and
B. All confirmed instances of bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable.

The recording template must be retained by the relevant teacher in question and a copy maintained by the principal.

Teachers' records are retained in a secure space in the teachers classroom. All report templates given to the Principal will be retained in the filing cabinet in the Principal's Office.

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/guardian to support school interventions
- No Blame Approach
- Circle Time
- Restorative interviews
- Restorative conferencing
- Implementing questionnaires

The Procedures mention the following intervention strategies and reference Ken Rigby;
www.bullyingawarenessweek.org/pdf/BullyingPreventionStrategiesinSchoolsKenRigby.pdf

St. Finian's NS is committed to exploring these interventions further:

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

7. The school's programme of support

(for working with pupils affected by bullying is as follows)

(Ref 6:8:16 of Procedures):

- 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.
  - SPHE Lessons
  - Stay Safe Programme
  - Walk Tall
  - NEPS programmes on www.neps.ie
  - Anti Bullying Drive
  - Buddy system
  - Care Team Support inc Social Skills Group
  - Group work such as circle time

- If pupils require counselling or further supports the school will endeavour to liaise with the appropriate agencies to organise same. **NEPS will also be contacted for advice**

- Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.

8. 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.

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 01.09.2021

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 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, 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, if requested, to the patron and the Department.

Signed: ____Kevin McDonnell _____

(Chairperson of Board of Management) (Principal)

Date: _30.09.2024_____

Signed: _____Jonathan loftus _____

(Principal)

Date: ___30.09.2024_____

Date of next review: Sept 2025 or as needs arise

Appendix 1

Appendix 1 Procedures for investigating and dealing with bullying- See Anti-bullying procedures for primary and post primary schools September 2013 6.8.9 page 30.

Appendix 2

Appendix 2 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
- Support the establishment and work of student councils

Appendix 3

Appendix 3 Template for recording alleged 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)) *

Pysical Aggression		Cyber Bullying	
Damage to property		Intimidation	
Isolation/Exclusion		Malicious Gossip	
Name Calling		Other (please 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/Deputy Principal _____

Appendix 4

Appendix 4 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.

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*?	yes
Has the Board published the policy on the school website and provided a copy to the parents' association?	Ongoing
Has the Board ensured that the policy has been made available to school staff (including new staff)?	Yes Circulate to staff and at meetings
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?	Yes
Has the Board ensured that the policy has been adequately communicated to all pupils?	Discuss with Student council
Has the policy documented the prevention and education strategies that the school applies?	Yes
Have all of the prevention and education strategies been implemented?	Yes
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	Ongoing
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	Yes Review of record needed
Has the Board received and minuted the periodic summary reports of the Principal?	Yes
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?	Yes
Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	No

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?	Not needed will monitor
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	On going
Has the Board put in place an action plan to address any areas for improvement?	On going Updating lists of strategies and national campaigns

Signed _____ 30.09.2023

Chairperson, Board of Management

Signed _____ Date30.09.2023

Principal

Activities to promote anti-bullying:

- Modelling of desired behaviour – respect is key.
- Communication lines open between school and parents
- Extra-curricular activities; hurling, football, cross country etc.
- Links with the community – hurling club, Football club, Soccer, Youth Club, Local community garda
- Curricular – each child is given the opportunity to succeed; differentiation, playing to strengths and interests.
- Incredible Years – most staff are trained but all are aware of strategies and use them daily. The ethos of the school is to focus on the positive, catch them being good.
- Berry St Programme. Staff are being trained on a phased basis.
- Assemblies – celebrate achievements, showcase talents, celebrate milestones, praise friendly behaviour, manners and respectful behaviour.
- Website – showcase our successes, keeping parents informed, highlighting achievements; individuals, groups and whole school.
- Awareness amongst staff; each September staff meeting (and regularly throughout the year) behaviour is discussed and it is ensured that all are aware of procedures.
- All school staff are asked to monitor children and report any concerns to the relevant teacher.
- Staff initiatives
- Staff relations – social committee organise events.
- Internet Safety – Discuss with students the dangers of internet etc. arrange talkers into the school and send information to parents

- Supervision – 3 Adults on yard at all times (two teachers and one SNA) Jonathan to circulate on senior Yards. On wet days these adults circulate around the classrooms and monitor behaviour.

- Student council

- Best line on yard & PE equipment for each class group

- Pre-Covid – Play-stations on yard with older children acting as play leaders.

- Whole school awareness measures:

    - Friendship week

    - Intercultural day – pre-Covid held each year. Children of all cultures and backgrounds welcomed into school to showcase their traditions, food, dress etc.

    - Grandparents day

    - Maths/Literacy/Science for Fun

    - Anti-bullying surveys

    - Anti-bullying parent's session

    - Random act of kindness week

    - SPHE curriculum – walk tall, stay safe & rse

- Strong culture of telling, pupils and parents are always encouraged to communicate issues to teachers. Our strong communication links with parents is very helpful with this, they are never afraid to call, email or talk to staff if problems arise.

- Principal meet and greet in the morning. Every child is greeted in the morning by a staff member at each gate and door.

- Anti-bullying policy – clear and structured guidelines for teachers, parents and pupils – expectations are clear.

- PBL programme; rewarding and recognising positive behaviour
- Mindfulness week / healthy living
- Buddy bench