St. Patrick's De La Salle B.N.S.

Anti-Bullying Policy

Introduction

1. In accordance with the requirements of the Education Welfare Act 2000 and behaviour guidelines issued by the NEWB, the Board of Management of St. Patrick's De La Salle B.N.S 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 which were published in September 2013.

2. The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour.

a) **A positive school culture and climate which**

-is welcoming of difference and diversity and is based on inclusivity,

-encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment and

- promotes respectful relationships across the school community.

b) **Effective leadership**
c) **A school-wide approach**
d) **A shared understanding of what bullying is and its impact**
e) **Implementation of education and prevention strategies (including awareness raising measures) that**
   - build empathy, respect and resilience in pupils
   - explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.

f) **Effective supervision and monitoring of pupils**

g) **Supports for staff**

h) **Consistent recording, investigation and follow up bullying established intervention strategies); and**

i) **On-going evaluation of the effectiveness of the anti-bullying policy.**

3. 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 <u>which is repeated over time.</u>

The following types of bullying behaviour are included in the definition of bullying:

- deliberate exclusion, malicious gossip and other forms of relational bullying
- cyber bullying
- identity- based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.

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.

4. Relevant personnel for dealing with bullying incidents:

The relevant teacher(s) for investigating and dealing with bullying is (are):

- The class teacher,
- The Principal
- The Deputy Principal.
- Any teacher may act as a relevant teacher if circumstances warrant this.

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. - Physical aggression - Damage to property - Name calling - Slagging - The production, display or circulation of written words, pictures or other material - Offensive graffiti - Extortion - Intimidation - Insulting or offensive games - The 'look' - Invasion of personal space

	◆ A combination of any of the types listed.

Cyber	o Denigration: Spreading rumours, lies or gossip to hurt a person's reputation
	o Harassment: Continually sending vicious, mean or disturbing messages to an individual.
	o Impersonation: Posting offensive or aggressive messages under another person's name
	o Flaming: Using inflammatory or vulgar words to provoke an online fight
	o Trickery: Fooling someone into sharing personal information which you then post
	o Outing: Posting or sharing confidential or compromising information or images
	o Exclusion: Purposefully excluding someone from an online group
	o Cyber stalking: Ongoing harassment and denigration that causes a person considerable fear for his/her safety
	o Silent telephone/mobile phone call
	o Abusive telephone/mobile calls
	o Abusive text messages
	o Abusive email
	o Abusive communication on social networks e.g. Facebook/Ask.fm/Twitter/You Tube or on games consoles.
	o Abusive website comments/Blogs/Pictures
	o 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 belief, 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 of terminology such as 'nerd' in a derogatory way.
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

5. The education and prevention strategies (including strategies specifically aimed at cyberbullying and identity-based bullying including in particular, homophobic and transphobic bullying) that will be used by the school are as follows:

School-Wide Approach

- A School-wide approach to the fostering of respect for all members of the school and 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 developmental on bullying to ensure that all staff develops an awareness of what bullying is, how it impacts on pupil's 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 the relevant teacher(s).
- School wide awareness raising and training on all aspects of bullying to include pupil(s), parent(s), guardian(s) 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 information communication technology within the school.
- The school's anti-bullying policy is discussed with pupils and all parent(s), guardian(s), are given a copy as part of the Code of Behaviour of the school.
- Encourage a culture of telling, with particular emphasis on the importance of bystander. 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
  - Hand note up with homework
  - Make a phone call to the school or to a trusted teacher in the school.
  - Get a parent(s)/guardian(s) or friend to tell on your behalf
  - Administer a confidential questionnaire 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(s)/guardian(s) to approach the school if they suspect that their child is being bullied.
- The development of an Acceptable Use Policy in the school to include the necessary steps to ensure that the access of technology within the school is strictly monitored as is the pupils' use of mobile phones.

Implementation of curricula

- The full implementation of the S.P.H.E and the R.S.E and the Stay Safe Programme.
- Continuous Professional Development for staff in delivering these programmes.
- School wide delivery of lessons on bullying from evidence based programmes for example 'Stay Safe' Programme, 'The Walk Tall' Programme.
- The school will specifically consider the additional needs of Special Educational Needs pupils with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately.

Links to other policies

- The following school policies, practices and activities are particularly relevant to bullying:
- Code of Behaviour
- Child Protection Policy
- Supervision,
- Acceptable Use Policy,
- Attendance Policy
- Sporting Activities.

6. 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 are as follows:

Procedures for Investigating and Dealing with Bullying

The primary aim of investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationship of the parties involved (rather than to apportion blame):

The school's procedure must be consistent with the following approach:

Every effort will be made to ensure that all involved (including pupils, parent(s)/guardian(s), understand this approach from the outset.

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Reporting bullying behaviour

I.   Any pupil or parent(s)/guardian(s) may bring a bullying case to any teacher in the school.

II.   All reports, including anonymous reports of bullying, will be investigated and dealt with by the relevant teacher.

III.   Teaching and non-teaching staff such as secretaries, special needs assistants (SNA'S) lollipop person, bus escorts, caretakers, cleaners etc 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

- 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 right 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
  Restorative Practice Questions: What happened? What were you thinking at the time? What have your thoughts been since? How have you been affected by what happened?
  Or who has been affected by what you did? What has been the hardest thing for you? How have they been affected? What do you think needs to happen next?
  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.
- 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). The school should give a 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 parents(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 addresses 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 has been restored as far as is practicable,

✦ Any feedback received from the parties involved, their parent(s)/guardian(s) or the school Principal or Deputy Principal.

✦ 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 thee pupil who has been bullied is ready and agreeable.

✦ Where a parent(s)/guardian(s) not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent(s)/guardian(s) will be referred as appropriate, to the school's complaints procedures.

✦ In the event that apparent(s)/guardian(s) has exhausted the school's complaints procedures and is still not satisfies, the school must advise the parent(s)/guardian(s) of their 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. 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 and use our 'Behavioural Report Form – informal stage' which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.

Formal Stage 2 – Appendix 3 (From DES Procedure)

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

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.

c) When the recording template is used, it must be retained by the relevant teacher in question and a copy maintained by the Principal. It should also be noted that the timeline for recording bullying behaviour in the recording form does not in any way preclude the relevant teachers from consulting the principal or Deputy Principal at an earlier stage in relation to a case.

d) In situations where the situation is serious and where the behaviour is regarded as potentially abusive, the school will consult the H.S.E Children and Family Social Services/TUSLA with a view to drawing up an appropriate response, such as a management plan.

e) Serious incidents of bullying behaviour will, in accordance with the Children First and the Child Protection Procedures for Primary and Post-Primary Schools, be referred to the H.S.E Children and Family Services and/or Gardaí as appropriate.

Established intervention strategies:

o Teacher interviews with all pupils
o 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.
o Working with parent(s)/guardian(s) to support school interventions
o No Blame Approach

- o Circle Time
- o Restorative interviews
- o Restorative conferencing
- o Peer mediation where suitable training has been given.

Support for pupils involved in bullying incidents

7. 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.

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

- ❖ Consultation with parents
- ❖ Specific lessons as part of in class S.P.H.E programme
- ❖ Access to Social skills lessons from S.E.T Team
- ❖ Referral for counselling (If pupils require counselling of further supports the school will endeavour to liaise with the appropriate agencies to organise same. This may be for

pupil affected by the bullying or involved in the bullying)

Supervision and Monitoring of Pupils

8. The Board of Management of St. Patrick's De La Salle B.N.S 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.

- ⚜ In relation to the Acceptable Use Policy in the school are the following issues addressed:
    - o All internet lessons supervised by the teacher
    - o The school regularly monitor pupils' internet usage

(Note that the schools' broadband programme has blocked all social networking sites on the basis that they waste time and take up too much of the bandwidth which is being provided for educational purpose only.)

Prevention of Harassment

9. The Board of Management of St. Patrick's De La Salle BNS confirms that the school will in accordance with its obligations under the 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.

10. This policy was adopted by the Board of Management on 13/10/21

11. This policy has been made available to school personnel, published on the schools' website 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.

Review

12. The policy and its implementation will be reviewed by the Board of Management once during every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website (www.stpatricksdelasalle.com) and provided to the Parent's Association. A record of the review and its outcomes will be made available, if requested, to the patron and the Department.

Appendix 3 Template for recording bullying behaviour

Behaviour Reporting Form: INFORMAL STAGE

Filled in by _____ **Date**_____

Name (s) of person reporting **alleged bullying** concern:

_____

(May be anonymous)

Relationship to person being bullied, **allegedly** _____

Location of Alleged Incident _____

Name of pupil being bullied, **allegedly**_____

Class_____ Class teacher_____

Name(s) and class(es) of pupil(s) engaged in alleged bullying behaviour.

_____

_____

Type of alleged bullying behaviour being reported (Tick as appropriate)

Damage to property		Intimidation	
Isolation/Exclusion		Malicious gossip	
Name Calling		Other (please specify)	
Cyberbullying			

Is this type of bullying identity based:

Yes		No	

If YES, please tick the appropriate box:

Disability/SEN	Racist	Member of Traveller/Roma Community	Homophobic	Other (please specify)

Brief description of the alleged bullying behaviour and its impact:

Action Check List:

Who will be the relevant teacher? _____

Has the principal been informed yet? (Please tick as appropriate)

Yes		No	

Is a parental meeting/contact required?

Yes		No	

RE: Meeting involving children

When? _____   Where? _____

With whom present?_____

List of Actions taken:

Does this require an APPENDIX 3 form to be completed?

Yes		No	

If not please specify the reasons why:

_____

Signed: _____   **Date** _____

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1. Name of pupil being bullied and class group (alleged)

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)) *

Physical Aggression		Cyber-bullying	
Damage to Property		Intimidation	
Isolation/Exclusion		Malicious Gossip	
Name Calling		Other (specify)	

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

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)

8. Brief Description of bullying behaviour and its impact

9. Details of actions taken

Signed _____ (Relevant Teacher)   Date

_____

Date submitted to Principal/Deputy Principal _____

* Note: The categories listed in the tables 3, 4 & 6 are suggested and schools may add to or amend these to suit their own circumstances.

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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.

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*?	Yes
Has the Board published the policy on the school website and provided a copy to the parents' association?	Yes
Has the Board ensured that the policy has been made available to school staff (including new staff)?	Yes
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?	Yes
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?	Yes
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	Yes
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?	No
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	No
Has the Board put in place an action plan to address any areas for improvement?	Yes

Signed _____ Date _11/10/21_

Chairperson, Board of Management

Signed: _____ Date _11/10/202_

Principal

Notification regarding the Board of Management's annual review of the anti-bullying policy

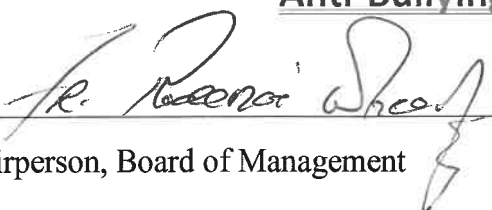To: _Parents / Guardians of St. Patricks De La Salle_

The Board of Management of _St. Patricks DLS_ wishes to inform you that:

o The Board of Management's annual review of the school's anti-bullying policy and its implementation was completed at the Board meeting of _11/10/21_ [date].

o This review was conducted in accordance with the checklist set out in **Appendix 4** of the Department's *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

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Signed _____   Date _11/10/21._

        Chairperson, Board of Management

Signed _____   Date _11/10/21_

        Principal