Scoil PhádraigNaofa

Anti Bullying Policy

Reviewed: 25th November 2021

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 Scoil Phadraig Naofa, Tomard, Athy, Co.Kildare 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.

1. 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;

   • 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 behaviour.

   • 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 conduct, 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 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 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.*

4.   The relevant teacher(s) for investigating and dealing with bullying is (are) as follows:

- All class teachers and support teachers
- Principal

All teachers must be prepared to act as a relevant teacher if the circumstances warrant.

5. The education and prevention strategies (including strategies specifically aimed at cyber- bullying, 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 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. -

- ➢ Social Groups - School Nurture Programme
- ➢ Restorative Practice
- ➢ Delivery of the SPHE Curriculum
- ➢ Involvement in after school activities
- ➢ School Positive Discipline System
- ➢ Student Representative Committees - Student Council, Active & Green School Committees.
- ➢ Schools Star Systems
- ➢ Positive reinforcement in the classroom - Literacy/Numeracy Initiatives.

- • The implementation of regular whole school awareness measures -
  - ➢ Dedicated notice board in the school and classrooms on the promotion of friendship and bullying prevention;
  - ➢ Annual Friendship Week/Day.
  - ➢ Parent(s)/guardian(s) seminars on Cyber Awareness Programmes and Bullying.

- • 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.

- • The regular review and implementation of our 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 pupil's use of mobile phones.

Whole School Staff Approach

The staff of SPN trained in Restorative Practice in 2019.The focus of this is to facilitate a harmonious resolution to situations whereby relationships have been damaged as a result of personal fall out. It achieves this by promoting a sense of remorse and restorative action on the part of the offender and forgiveness by the victim. Restorative Practice is based on the 5 R's- Relationships, Respect, Responsibility, Repair and Reintegration which we as a staff endeavour to use when dealing with bullying.

Scoil Phádraig Naofa will always promote a Whole School Staff Approach through -

- • Regular professional development for staff on bullying to ensure that all staff develop 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 the relevant teacher(s)
- School wide awareness raising and training on all aspects of bullying, to include pupils, 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 communication technology within the school.

- The regular review and implementation of our Acceptable Use Policyin 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.

Parental Involvement

- The school's anti-bullying policy is discussed with parent(s)/guardian(s)s and a copy of the policy is available from the school office and on the school website.

- Identify clear protocols to encourage parent(s)/guardian(s) to approach the school if they suspect that their child is being bullied. The protocol should be developed in consultation with parents.

- Provision and organising of relevant seminars and training for parents when deemed necessary.

Pupils

Ensuring that pupils know who to tell and how to tell, e.g.:

- Direct approach to the relevant teacher at an appropriate time.
  Provide a handwritten note to the relevant teacher at an appropriate time.
- Parents make a phone call to the school or a trusted teacher in the school.
- 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.

Implementation of Curricula
- The full implementation of the SPHE , 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
  - ➢ Stay Safe Programme
  - ➢ The Walk Tall Programme
  - ➢ Grow in Love Programme.
- Delivery of the Garda SPHE Programmes. 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.
- The school will implement the advice in "Sexual Orientation advice for schools" (RSE Primary, see booklet).

Links to other policies
- Code of Behaviour,
- Child Protections policy,
- Supervision of pupils
- Code of Ethics for External Agencies
- SPHE policy

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 -

Reporting bullying behaviour

- Any pupil or parent(s)/guardian(s) may bring a suspected bullying incident to the attention of any relevant teacher in the school. At times it may be necessary for parents/guardians to bring to the relevant teacher/principals attention incidents of a bullying nature that happened outside of school.
- All reports, including anonymous reports of suspected 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 suspected 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)

Role of the Relevant Teacher and School Authorities

The Staff of SPN trained in Restorative Practice in 2019. When investigating and dealing with bullying a Restorative Practice Approach will be used. The following Restorative questions will be used:
- *1. What happened?*
- *2. What were you thinking at the time?*
- *3. What have you thought about since?*
- *4. Who has been affected by what you have done?*
- *5. In what way have they been affected?*
- *6. What do you think you need to do to make things right?*

In investigating and dealing with suspected bullying, the (relevant)teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved;
- 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 suspected 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;
- Where/When deemed necessary by the relevant teacher a log of incidents and interactions between the respective parties should be recorded. Such monitoring will enable the relevant teacher to establish patterns, trends and frequency.
- If a group is involved, it is advised that each member 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 necessary incidents of a bullying nature may be communicated with school staff. This communication will only take place if considered to be in the best interest of the concerned parties.
- Incidents of a bullying nature which happen outside of the school may be discussed with the concerned parties and investigated by the school authorities if deemed necessary by the relevant teacher/principal. Where deemed appropriate school authorities may assist in facilitating a resolution, however it is not ultimately the responsibility of the school to resolve such cases.
- 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;

Role of Parents/Pupils
- Parent(s)/guardian(s) and pupils are required to co-operate with any investigation in a positive, respectful and constructive manner.

- Parent(s)/guardian(s) and pupils are required to assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible;

- 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) or the school Principal or Deputy Principal

- Follow-up communication 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. All incidents must be reported to the relevant teacher and he/she must classify such reports as potential bullying where his /her professional judgment deems it as such.
- While all reports, including anonymous reports of suspected 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
- Any reports received or drafted at this stage will be stored in the pupils file by their class teacher in their Black Folder.
- The relevant teacher must inform the principal of all incidents being investigated.

A. 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 relevant teacher should at this stage consult with the school Principal or Deputy Principal.
- Records associated with incidents of reported bullying are stored by class teachers in the students' own personal section of Black Folder.

Formal Stage 2- Completion of Standardised Bullying Recording Template
The relevant teacher must use the recording template 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.

When the recording template is used, it must be retained by the relevant teacher in question and a copy maintained by the principal.

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
- Drafting of an intervention plan when and where deemed necessary
- Working with parent(s)/guardian(s)s to support school interventions
- Restorative interviews
- Restorative conferencing

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

- All in school support services and opportunities will be provided for pupils affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships, social skills and build resilience.

  ➢ Enabling the child to access support and advice through the construction of formal communication channels between him/her and the relevant teacher/Deputy Principal/Principal.

➢ School's Nurture Programme.
➢ Restorative Practice
➢ Delivery of focussed SPHE Lessons
➢ Drafting of Intervention Plans.
➢ Encouraging children to become involved in school clubs such as after school sports, choir, chess, Lego, homework. Participation and membership of such groups will enhance self-esteem, develop friendships and build resilience.
➢ Involving pupils in Peer Tutoring and Peer Support programmes.

• In cases where a child may require counselling or further support the school will endeavour to liaise with the appropriate agencies and where possible organise the same. In certain situations the school may be able to facilitate and organise such support on site.

• Promotion of healthy, effective and friendly communication between parents/guardians and the school will be facilitated through our HSCL teacher.

• Enabling and promoting access to formal support agencies such as NEPS, Gardai, Athy CAMHS Clinic, local G.P.s, and social workers.

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.

10. This policy was adopted by the **Board of Management on 25th November 2021**

11. This policy has been made available to school personnel, published on the school website and provided to the Parents' Association. A copy of this policy will be made available to the Department and 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 and provided to the Parents' Association. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed *Carmel Reddy*   Date: 25/11/2022

      Chairperson of BOM

Signed: *Willie O' Gorman*   Date: 25/11/2022

      Principal

Date of Next Review: November 2022

Appendix 1: Examples of Bullying Behaviour

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.
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/Instagram/SnapchatYou 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

Appendix 2: Practical tips for building a positive school culture and climate

- 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.

- AH 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 work of Student Council

Appendix 3 Template for recording 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)) *

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 circumstances.

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 Reports
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?	N/A

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

To:

The Board of Management of Scoil Phádraig Naofa wishes to inform you that:

- The Board of Management's annual review of the school's anti-bullying policy and its implementation was completed at the Board meeting of 25th November 2021

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

Signed: *Carmel Reddy*
        Chairperson of Board of Management

Signed: *Willie O' Gorman*
        Principal