Anti- Bullying Policy
Scoil Phádraic Cailíní
Donabate
Co Dublin

1. 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 Phádraic Cailíní 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, published September 2013 and with DES circular 0045/2013.

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: and
    - 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 of bullying behaviour** (including use of 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 which is repeated over time".

The following types of bullying behaviour are included in the definition of bullying:
- Deliberate exclusion, malicious and other forms of relational bullying, extortion, Isolation, persistent name-calling.
- Cyber bullying and
- Identity-based bullying such as homophobic, 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 once-off offensive or hurtful text messaging 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 a once-off offensive or hurtful public message, image or statement on a social network of 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 in Section 2 of the Anti-Bullying Procedures of Primary and Post-Primary Schools.

The list of samples below is non-exhaustive.

Examples of bullying behaviour:

<u>General Behaviour which applies to all types of bullying:</u>	
- 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 and 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 rumours 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 on line • **Outing:** Posting or sharing confidential or compromising information or images	• **Exclusion**: Purposefully excluding someone from an online group. • **Cyber stalking**: Ongoing harassment and denigration that causes a person considerable fear for his/her safety • Silent telephone/mobile phone calls • Abusive telephone/mobile phone calls • Abusive text messages • Abusive mail • Abusive communication on social networks e.g. Facebook/Askf.m./Twitter or on games consoles • Abusive websites 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 **Homophobic and Transgender** • Spreading rumours about a person's sexual orientation • Taunting a person of a different sexual orientation **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	**(**gender including transgender , civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community) • Name calling e.g. gay, queer, lesbian…. Used in a derogatory manner • Physical intimidation or attacks • Threats • 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 group
	• Taking someone's friends away
	• Spreading rumours
	• Breaking confidences
	• Talking loud enough so that the victim can hear
	• The "look"
	• Use or terminology such as "nerd" in derogatory way

Sexual • Unwelcome or inappropriate sexual comments or touching	• Harassment

Special Educational
   • 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
	• Name calling
	
	• 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. The relevant teacher(s) for investigation and dealing with bullying is (are) as follows:

- **Class Teacher/Supervising Teacher**
- **The Principal thereafter if necessary**

The Class Teacher will inform the Principal of all incidents of bullying.
Any teacher may act as a relevant teacher if circumstances warrant it.

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:

(a) 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. - (Sticks & Stones, Trinity College).

(b) An annual audit of professional development needs with a view to assessing staff requirements through internal staff knowledge/expertise and external sources.

(c) Professional development with specific focus on the training of the relevant teachers

(d) School-wide awareness-raising and training on all aspects of bullying, to include pupils, parent(s)/guardian(s) and the wider school community.-(Sticks and Stones, Trinity College).

(e) The SPHE, RSE and Stay Safe Programmes are implemented fully. Stay Safe programme is taught formally in Senior Infants, Second, Fourth and Sixth classes.

(f) The anti-bullying elements of the Stay Safe programme are taught and revised each year in all classes. The Code of Behaviour/Anti Bullying Policy are revised in September of each year.

(g) www.webwise.ie is used in all classes in relation to cyber bullying and correct and safe use of the internet and social media

(h) SPHE lessons will afford teachers and pupils the opportunity to explore bullying as well as the interrelated areas of belonging and integration, communication, conflict, friendships and personal safety.

(i) Delivery of the Community Garda SPHE programme in fifth classes each year.

(j) A culture of telling is encouraged, with particular emphasis on the importance of bystanders. Pupils should understand that there are no innocent bystanders and all incidents of bullying behaviour must be reported to a teacher. It is clear to pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly.

(k) In all subjects and through the ethos of the school there is opportunity to foster an attitude of respect for all: to promote the value of diversity, to address prejudice and stereotyping and to highlight the unacceptability of bullying behaviour.

Scoil Phádraic Cailíní is a primary school under the patronage of the Catholic Archbishop of Dublin. The following points reflect the school ethos and are promoted by the school community:

- The school aims at promoting the full and harmonious development of all aspects of the pupil, including her relationship with God, with other people and with the environment.
- A spirit of mutual respect in promoted within the school community. Pupils are drawn by example and teaching, to appreciate and respect people of different religious affiliations and of different nationalities.

- The school's code of discipline reflects the Christian values promoted within the school, with an emphasis on forgiveness, reconciliation, new beginnings and hope. Teachers are sensitive to the needs and particular circumstances of the pupils.

Links to other policies
Code of Behaviour, Child Protection Policy, Acceptable Use Policy (AUP)

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:**

(a) **The primary aim for the relevant teacher in investigating and dealing with Bullying is to resolve any issues and to restore, as far as possible, the relationship of the parties involved (rather than to apportion blame).**

(b) In investigating and dealing with bullying, the teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved.

(c) All reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher. 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.

(d) Non-teaching staff such as secretaries, special needs assistants (SNA), caretakers, cleaners must be encouraged to report any incidents of bullying behaviour witnessed by them, or mention them, to the relevant teacher.

(e) 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 possible, the relationships of the parties involved as quickly as possible:

(f) It is very important that all involved (including each set of pupils and parent(s)/guardian(s)) understand the above approach from the outset.

(g) Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parent(s)/guardian(s).

(h) Incidents are generally best investigated outside the classroom situation to ensure the privacy of all involved.

(i) 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.

(j) 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

(k) If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved should meet as a group. At the group meeting, each member should be asked for her account of what happened to ensure that everyone in the group is clear about each other's statement.

(l) Each member of the group should be supported through the possible pressure that may face them from the other members of the group after interview by the teacher.

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

(n) In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parents 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 been taken by the school and the supports for their pupils.

(o) 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.

(p) 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, her parent(s)/guardian(s) and the school.

(q) Follow-up meetings with the relevant parties involved should be arranged with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable. This can have a therapeutic effect.

(r) In cases where the relevant teacher considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after she had determined that bullying behaviour has occurred, it must be recorded by the relevant teacher in the recording template (Appendix 3).

(s) 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 into account:
- Whether the bullying behaviour has ceased
- Whether any issues between the parties have been resolved as far as is practicable
- Whether the relationship between the parties have been restored as far as is practicable and
- Any feedback received from parties involves, their parents or the Principal or Deputy Principal

(t) Where parent(s)/guardian(s) are 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 and if

parent(s)/guardian(s) are still not satisfied, the school must advise them of their right to make a complaint to the Ombudsman for Children.

<u>Recording of bullying behaviour</u>
The school's procedures for noting and reporting bullying behaviour are as follows:
- **All incidents of bullying behaviour must be reported to the relevant teacher. The relevant teacher must keep a written record which will assist his/her efforts to resolve the issues and restore as far as practicable the relationship of the parties involved. These incidents will be recorded in an Anti-Bullying Incident Book.**
- **The relevant teacher must inform the Principal of all incidents being investigated.**
- **The Anti-Bullying Incident Book is held in the Principal's Office.**
- In cases where the relevant teacher considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she had determined that bullying behaviour has occurred, it must be recorded by the relevant teacher in the recording template (Appendix 3).
- The school has decided as part of its Anti-Bullying Policy that in the following circumstances bullying behaviour must be recorded immediately in (Appendix 3) and reported to the Principal:

    I. **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.**

    II. **Aggressive, threatening or violent behaviour towards a teacher or pupil will be regarded as serious or gross misbehaviour, depending on circumstances**

When the recording template is used, it must be retained by the relevant teacher in question and a copy maintained by the Principal. Records will be retained for a minimum of 10 years.

7. The school's programme of support for working with pupil's affected by bullying is as follows:
   - Pupils who have been bullied will be afforded opportunities to participate in activities designed to raise their self-esteem, to develop their friendship and social skills and thereby build resilience whenever this is needed. This may involve class lessons, differential activities in class, allocation of special responsibilities, opportunity to attend additional support in social skills group.
   - Pupils involved in bullying behaviour will be assisted to see the bullying behaviour from the perspective of the child bullied and to resolve and build the relationship between the two pupils. For those with low self-esteem

opportunities will be afforded to the child to raise their self-esteem and self -worth.

- Pupils who have been bullied and those who engage in bullying behaviour may need counselling and or referral to relevant external agencies where appropriate. The advice of the National Psychological Service may be sought where the school has serious concerns in relation to individual cases.

8. <u>Supervision and Monitoring of Pupils</u>

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. <u>Prevention of Harassment</u>

The Board of Management confirms that the school will, in accordance with its obligation 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_____

11. This policy has been made available to school personnel and published on the school website. A copy of this policy will be made available to the Department of Education and Skills 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 of Education and Skills.

Signed,   Signed,

    Chairperson of Board of Management   Principal

    Date:

    Date of next review: