

Bishop Harty N.S.



Anti-Bullying Policy

- 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 Bishop Harty 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 Schools 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; 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 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.

4. Relevant Teacher

The relevant teacher for dealing with instances of bullying will be the class teacher.

5. Education & Prevention Strategies

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 this school are as follows:

- 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.
- 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.
- Development and promotion of an Anti-Bullying code/slogan 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 a copy available to all parent(s)/guardian(s) on the school website.
- The implementation of regular whole school awareness measures
- 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 or to a trusted teacher in the school.
 - Get a parent(s)/guardian(s) or friend to tell on your behalf.
 - Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.

Curriculum

- The full implementation of the SPHE curriculum and the RSE and Stay Safe Programmes.
- School wide delivery of lessons on bullying from evidence based programmes, Stay Safe Programme, The Walk Tall Programme.
- Continuous Professional Development for staff in delivering these programmes.
- School wide delivery of lessons on Cyber Bullying.
- We may deliver The Garda SPHE Programmes at primary level. These lessons, delivered by Community Gardaí, 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 may implement the advice in “Sexual Orientation advice for schools” and “The Respect Document”.

Resources

Resources may include the following:

- Walk Tall, RSE Resource Book, Stay Safe Resource books, Webwise. HTML Heroes, The Respect Document, Sexual Orientation Advice for Schools, Parent’s Guide to a Better Internet, and further online resources.

6. Investigation, Follow Up and Recording of Bullying Behaviour

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:

The primary aim for the relevant teacher 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);

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. Form 3 (a) may be used by the relevant teacher to aid in investigating and recording reported bullying behaviour. Appendix 1 – Form 3(a)

- 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;
- Non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners must be encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher;
- Parents 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;
- It is very important that all involved (including each set of pupils and parents) understand the above approach from the outset;
- Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents;

- Incidents are generally best 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 they may face from the other members of the group after 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 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 parents an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports for their 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) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parents and the school;
- 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. This can have a therapeutic effect;
- 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 has

determined that bullying behaviour has occurred, it must be recorded by the relevant teacher in the recording template at **Appendix 2 Form 3 (b)**

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; and
- Any feedback received from the parties involved, their parents or the school Principal or Deputy Principal;

Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents must be referred, as appropriate, to the school's complaints procedures;

In the event that a parent has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parents of their right to make a complaint to the Ombudsman for Children.

Procedures for Recording Bullying Behaviour

While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher will use his/her professional judgement in relation to the records to be kept of these reports, the actions taken and any discussions with those involved regarding same.

Form 3 (a) may be used by the relevant teacher to aid in investigating and recording reported bullying behaviour. Appendix 1 – Form 3(a)

- 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 must use the recording template at Appendix 3 to record the bullying behaviour in the following circumstances:

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

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

In each of the circumstances at (a) and (b) above, the recording template at Appendix 2, Form 3(b) must be completed in full and retained by the teacher in question and a copy provided to the Principal or Deputy Principal as applicable. It should also be noted that the timeline for recording bullying behaviour in the recording template at Appendix 3(b) does not in any way preclude the relevant teacher from consulting the Principal or Deputy Principal at an earlier stage in relation to a case.

Established intervention strategies may include:

- Negotiating agreements between pupils and following these up by monitoring progress. This can be on an informal basis or implemented through a more structured mediation process

- Working with parent(s)/guardian(s) to support school interventions
- Circle Time
- Friends for Life Programme
- Zippy's Friends
- Teaching of Relevant SPHE Lessons
- The Use of Restorative Questioning

7. Supports for Pupils affected by Bullying may include:

- Some or all of the following in-school supports and opportunities may 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. Group work such as Circle Time/ Talkabout Programme/ Friends for Life Programme.
- If pupils require counselling or further supports the school will endeavour to liaise with the appropriate agencies to organise same. This may be for the pupil affected by bullying or involved in the bullying behaviour.
- Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.

8. 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.

9. This policy was adopted by the Board of Management on June 25th 2020.

10. 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. At least once in every school term, the Principal must provide a report to the Board of Management setting out the overall number of bullying cases reported since the previous report to the Board and confirmation that all cases referred to have been or are being dealt with in accordance with this policy and the Bullying procedures.

13. 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: _____

Date: _____

(Chairperson of Board of Management)

Signed: _____

Date: _____

(Principal)

Date of next review: 2021

Appendix 1: Form 3(a)

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

4. Location of incidents

(tick relevant box(es))

(tick relevant box(es))

| | |
|-----------------|------------|
| Pupil concerned | Playground |
| Other Pupil | Classroom |
| Parent | Corridor |
| Teacher | Toilets |
| Other | 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:

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4. Details of actions taken:

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Signed: _____ (Relevant Teacher)

Date: _____

Appendix 2: Form 3(b)

1. Name of pupil being bullied and class group

Name _____

Class _____

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

5. Source of bullying concern/report

(tick relevant box(es))

4. Location of incidents

(tick relevant box(es))

| | |
|-----------------|------------|
| Pupil concerned | Playground |
| Other Pupil | Classroom |
| Parent | Corridor |
| Teacher | Toilets |
| Other | 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:

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6. Details of actions taken:

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Signed: _____ (Relevant Teacher)

Date: _____

Date Submitted to School Principal:

Appendix 3: 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

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|--|--|
| Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools? | |
| Has the Board published the policy on the school website and provided a copy to the Parents' Association? | |
| Has the Board ensured that the policy has been made available to school staff (including new staff)? | |
| Is the Board satisfied that school staff are sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day to day work? | |
| Has the Board ensured that the policy has been adequately communicated to all pupils? | |
| Has the policy documented the prevention and education strategies that the school applies? | |
| Have all of the prevention and education strategies been implemented? | |
| Has the effectiveness of the prevention and education strategies that have been implemented been examined? | |
| Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy? | |
| Has the Board discussed how well the school is handling all reports of bullying including those addressed at an early stage? | |
| Has the Board received any complaints from parents regarding the school's handling of bullying incidents? | |

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| Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation? | |
| Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed? | |
| Has the data available from cases reported to the Principal (by the bullying recording template) been analysed to identify any issues, trends or patterns in bullying behaviour? | |
| Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement? | |
| Has the Board put in place an action plan to address any areas for improvement? | |

Signed _____

Date _____

Chairperson, Board of Management

Signed _____

Date _____

Principal

Notification Regarding the Board of Management's Annual Review of the Anti-Bullying Policy

To: _____

The Board of Management of _____ 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 _____ [date].
- 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*.

Signed _____

Date

Chairperson, Board of Management

Signed _____

Date

Principal