



# **Anti-Bullying Policy Scoil Chaitríona Cailíní**

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 Chaitríona 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 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;
- effective supervision and monitoring of pupils;

**(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: Definition of bullying behaviour as outlined in Cineáltas: Action Plan on Bullying

**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.**

**Bullying is a deliberate act.**

Bullying is targeted behaviour, online or offline that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society.

The core elements of the definition are:

- Targeted behaviour
- Repeated Behaviour
- Imbalance of Power

Targeted behaviour Bullying is deliberate, unwanted behaviour that causes harm to others, and where the student displaying bullying behaviour knows that their behaviour is or will be perceived as harmful by the child or young person experiencing the behaviour. Bullying is not accidental or reckless behaviour. The harm can be physical (for example, personal injury, damage to or loss of property), social (for example, withdrawal, loneliness, exclusion) and/or emotional (for example, low self-esteem, depression, anxiety) and can have a serious and long-term negative impact on the student experiencing the bullying behaviour. If the repeated harm is real for the student experiencing the behaviour but unintended by the other student, this is not bullying but, importantly, must still be addressed under the school's code of behaviour.

> Repeated behaviour Bullying takes the form of a systematic pattern of behaviour which is repeated over time. Single offline incidents of intentional negative behaviour involving an imbalance of power are not considered bullying but must still be addressed under the school's code of behaviour. Posting a single harmful message/image/video online, and which is highly likely to be reposted or shared with others can therefore be seen as bullying behaviour.

> Imbalance of power In incidents of bullying, the student experiencing the bullying behaviour finds it hard to defend themselves as a result of the abuse of a real or perceived imbalance of power. This imbalance of power may manifest itself through differences in size, strength, age, ability, peer group power, economic status, social status, religion, race, ethnic origin including membership of the Traveller and/or Roma communities, sexual orientation, family circumstances, gender, gender identity, gender expression, experience of the care system, disability or the receipt of special education. In incidents of online (or cyber) bullying, the imbalance of power may relate to online anonymity, technical proficiency and possession of information/images/video, and the inability of the targeted student to remove offensive online material or escape the bullying.

Behaviour that is not bullying behaviour:

A one-off instance of negative behaviour towards another student is not bullying behaviour. However, a single hurtful message posted on social media can be considered bullying behaviour as it may be visible to a wide audience and has a high likelihood of being shared multiple times and so becomes a repeated behaviour.

Disagreement between students, or instances where students don't want to be friends or to remain friends, is not considered bullying behaviour unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others including deliberate manipulation of friendship groups.

Some students with special educational needs may have social communication difficulties which may make them communicate their needs through behaviours that can hurt themselves or others. It is important to note that these behaviours are not deliberate or planned but, in certain situations, they are an automatic response which they can't control.

Bullying is not accidental or reckless behaviour. If the repeated harm is real for the student experiencing the behaviour but unintended by the other student, this is not bullying.

These behaviours, while not defined as bullying can be distressing.

Strategies to deal with inappropriate behaviour are provided for within the school's Code of Behaviour.

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 additional 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*.

### Examples of bullying behaviours

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| <p><b>General behaviours which apply to all types of bullying</b></p> | <ul style="list-style-type: none"> <li>• Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc.</li> <li>• Physical aggression</li> <li>• Damage to property</li> <li>• Name calling</li> <li>• Slagging</li> <li>• The production, display or circulation of written words, pictures or other materials aimed at intimidating another person</li> <li>• Offensive graffiti</li> <li>• Extortion</li> <li>• Intimidation</li> <li>• Insulting or offensive gestures</li> <li>• The “look”</li> <li>• Invasion of personal space</li> <li>• A combination of any of the types listed.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p><b>Cyber</b></p>                                                   | <ul style="list-style-type: none"> <li>• <b>Denigration:</b> Spreading rumors, lies or gossip to hurt a person’s reputation</li> <li>• <b>Harassment:</b> Continually sending vicious, mean or disturbing messages to an individual</li> <li>• Sending or sharing nasty, insulting, offensive and /or intimidating messages or images via text messages, emails, direct messages or other websites or aps.</li> <li>• Posting information considered to be personal, private and sensitive without consent.</li> <li>• Making and/ or participating in fake profiles on a social network to impersonate and/ or humiliate other students.</li> <li>• <b>Impersonation:</b> Posting offensive or aggressive messages under another person’s name</li> <li>• <b>Flaming:</b> Using inflammatory or vulgar words to provoke an online fight</li> <li>• <b>Trickery:</b> Fooling someone into sharing personal information which you then post online</li> <li>• <b>Outing:</b> Posting or sharing confidential or compromising information or images</li> <li>• <b>Exclusion:</b> Purposefully excluding someone from an online group</li> <li>• <b>Cyber stalking:</b> Ongoing harassment and denigration that causes a person considerable fear for his/her safety</li> <li>• Silent telephone/mobile phone call</li> <li>• Abusive telephone/mobile phone calls</li> <li>• Abusive text messages</li> <li>• Abusive email</li> <li>• Abusive communication on social networks e.g. Facebook/Ask.fm/ Twitter/You Tube or on games consoles</li> <li>• Abusive website comments/Blogs/Pictures</li> <li>• Abusive posts on any form of communication technology</li> </ul> |

## 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).

There are many different types of bullying behaviour. These can include the following which is not an exhaustive list:

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| <b>Homophobic and Transgender Homophobic/transphobic (LGBTQ+) bullying</b>                            | <ul style="list-style-type: none"> <li>• Spreading rumours about a person's sexual orientation</li> <li>• Taunting a person of a different sexual orientation</li> <li>• Name calling e.g. Gay, queer, lesbian...used in a derogatory manner</li> <li>• Physical intimidation or attacks</li> <li>• Threats</li> <li>• behaviour or language that intends to harm a student because of their perceived or actual membership of the LGBTQ+ community</li> </ul>                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Race, nationality, ethnic background and membership of the Traveller community Racist Bullying</b> | <ul style="list-style-type: none"> <li>• Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background</li> <li>• Exclusion on the basis of any of the above</li> <li>• behaviour or language that intends to harm a student because of their race or ethnic origin which includes membership of the Traveller or Roma community. Racism is defined in the National Action Plan Against Racism<sup>13</sup> as "a form of domination which manifests through those power dynamics present in structural and institutional arrangements, practices, policies and cultural norms, which have the effect of excluding or discriminating against individuals or groups, based on race, colour, descent, or national or ethnic origin"</li> </ul> |
| <b>Relational</b>                                                                                     | <p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"> <li>• Malicious gossip</li> <li>• Isolation &amp; exclusion</li> <li>• Ignoring</li> <li>• Excluding from the group</li> <li>• "Bitching"</li> <li>• Spreading rumours</li> <li>• Breaking confidence</li> <li>• Talking loud enough so that the victim can hear</li> <li>• The "look"</li> <li>• Use or terminology such as 'nerd' in a derogatory way</li> </ul>                                                                                                                                                                                                                                                                                                                                 |
| <b>Sexual</b>                                                                                         | <ul style="list-style-type: none"> <li>• Unwelcome or inappropriate sexual comments or touching</li> <li>• Harassment</li> <li>• Any form of unwanted verbal, nonverbal or physical conduct of a sexual nature or other conduct based on sex which affects the dignity of the student</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Religious Identify Bullying</b>                                                                    | <ul style="list-style-type: none"> <li>• behaviour and language that intends to harm a student because of their religion or religious identity</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

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| <b>Special Educational Needs, Disability</b><br><br><b>Disablist Bullying Behaviour</b> | <ul style="list-style-type: none"> <li>• Name calling</li> <li>• Taunting others because of their disability or learning needs</li> <li>• Taking advantage of some pupils' vulnerabilities and limited capacity to recognise and defend themselves against bullying</li> <li>• Taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and social cues.</li> <li>• Mimicking a person's disability</li> <li>• Setting others up for ridicule</li> <li>• Behaviour or language that intends to harm a student because of a perceived or actual disability or additional need</li> </ul> |
| <b>Exceptionally Able Bullying</b>                                                      | <ul style="list-style-type: none"> <li>• Behaviour or language that intends to harm a student because of their high academic ability or outstanding talents</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Gender Identify Bullying</b>                                                         | <ul style="list-style-type: none"> <li>• behaviour or language that intends to harm a student because of their perceived or actual gender identity</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Physical Appearance Bullying</b>                                                     | <ul style="list-style-type: none"> <li>• Behaviour or language that intends to harm a student because of their physical appearance. Students who "look different" can be mocked or criticised about the shape, size or appearance of their body</li> </ul>                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Poverty Bullying</b>                                                                 | <ul style="list-style-type: none"> <li>• behaviour and language that intends to humiliate a student because of a lack of resources</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

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

Refer to section 6.8.3. and 6.8.4 in the Procedures.

The Relevant Teachers in this school are:

Principal

Deputy Principal

Class Teacher

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, homophobic and transphobic bullying) that will be used by the school are as follows (see Section 6.5 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

[illegible]

| School-wide approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <p><b>What is it?</b></p> <p>A school-wide approach involves all staff working together to implement a common set of practices across the entire school. This approach focuses on creating a supportive environment for all students, regardless of their individual needs or abilities.</p> <p><b>How does it work?</b></p> <p>The school-wide approach typically involves the following steps:</p> <ol style="list-style-type: none"> <li><b>Assessment:</b> Conducting a comprehensive assessment of the current state of the school, including student achievement, teacher effectiveness, and school culture.</li> <li><b>Goal Setting:</b> Establishing clear, measurable goals for the school's performance over a specific period.</li> <li><b>Implementation:</b> Implementing a range of strategies and interventions designed to address the identified needs and achieve the set goals.</li> <li><b>Monitoring and Evaluation:</b> Regularly monitoring progress and evaluating the impact of the implemented strategies.</li> </ol> <p><b>Benefits:</b></p> <ul style="list-style-type: none"> <li><b>Consistency:</b> Ensuring that all students receive a high-quality education, regardless of their background or ability.</li> <li><b>Collaboration:</b> Encouraging teachers to work together, sharing best practices and supporting each other.</li> <li><b>Accountability:</b> Holding all staff accountable for their contribution to the school's success.</li> </ul> |

- A school-wide approach to respect for all members of the school community. This includes the following initiatives:
  - Implementation of FUSE a whole school initiative which we are running in conjunction with Dublin City University (DCU). Fuse is a five-week programme designed for young people between the ages of 9 to 11, and aims to increase their self-belief and self-confidence when it comes to reporting bullying. <https://antibullyingcentre.ie/fuse/2020/11/04/what-is-fuse-primary/>
  - The Botvin Lifeskills Programme implemented in conduction with the School Completion Programme which is an evidence-based programme for pupils from 4<sup>th</sup> to 6<sup>th</sup> Class to help them make positive decisions, feel good about themselves and get along with others <https://www.barnardos.org.uk/sites/default/files/uploads/Lifeskills%20-%20Findings%20from%20the%20implementation%20of%20Botvin%20Lifeskills%20within%20Wal-tham%20Forest%>
  - The school holds a wellbeing week every November and pupils participate in wellbeing activities, friendship-based activities and a WebWise day to promote safe use of Internet and Social Media Platforms <https://www.webwise.ie/primary/>

The school participates in an Internet Safety Week each year.

2<sup>nd</sup> – 4<sup>th</sup> class engage with the HTML Heroes Programme which teaches pupils the importance of digital citizenship and online safety with the help from the HTML Heroes. Lessons explore themes such as being safe online, privacy, chatting online, playing and learning online. <https://heroes.webwise.ie/>

5<sup>th</sup> and 6<sup>th</sup> class engage with Webwise which provides information, advice and resources for schools, families and young people on online safety and digital citizenship  
<https://www.webwise.ie/>

- The promotion of the value of diversity to address issues of prejudice and stereotyping, and highlight the unacceptability of bullying behaviour. This approach is further supported by our in-house RSE training which explores topics of diversity and individuality and highlights the need for acceptance and respect of all individuals.
- The fostering and enhancing of the self-esteem of all our pupils through both curricular and extracurricular activities. Pupils are provided with opportunities to develop a positive sense of self-worth through formal and informal interactions
- The school runs The Mentoring for Achievement Programme (MAP) an individual programme which is facilitated by The School Completion Programme. MAP is an evidence-based programme that uses a distinctive approach to mentoring with students who have personal characteristics like inattention, disorganisation, disinterest or behaviour problems which interfere with their learning in school. <https://www.archways.ie/our-programmes/mentoring-for-achievement-programme/>
- 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.
- 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.
- Use of specific notebooks for recording behaviours on the yard.
- Development and promotion of consistent whole school rules displayed publicly in classrooms.
- The school's anti-bullying policy is discussed with pupils.
- All incoming parent(s)/guardian(s) are given a copy as part of the Code of Behaviour of the school and all parents/guardians have access to the anti-bullying policy online.
- The implementation of regular school awareness measures e.g. a dedicated, whole school, anti-bullying week focusing on cyberbullying (Webwise) and other anti-bullying activities e.g. annual student surveys, regular school assemblies.
- 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.
  - Put it in writing to the relevant teacher or staff member
  - 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 annually 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 protocol should be developed in consultation with parents.
- The development of an Acceptable Use Policy in the school to include the necessary steps to ensure that the access to technology within the school is strictly monitored, as is the pupils' use of mobile phones.
- Other supports available to our school; anti-bullyingcampaign.ie, anti-bullyingcentre.ie, pdst.ie, staysafe.ie, healthpromotions.ie, BeLonGTo [www.belongto.org](http://www.belongto.org)

### **Implementation of curricula**

- The full implementation of the SPHE curriculum and the RSE and Stay Safe Programmes.
- Use of Circle time as a teacher methodology.
- Continuous Professional Development for staff in delivering these programmes.
- School wide delivery of lessons on bullying from evidence-based programmes, e.g. The Stay Safe Programme, The Walk Tall Programme, RSE, Webwise & Grow in Love programme.
- School wide delivery of lessons on **Relational aggression** The Stay Safe, **Cyber Bullying** Webwise Primary teachers' resources, **Homophobic and Transphobic Bullying** Different Families, Same Love prezi, Respect, <https://pdst.ie/node/811>) **Diversity and Interculturalism** All Together Now.
- 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 Safeguarding Statement (CSS), Acceptable Use policy, Health & Safety Policy, SPHE policy, Attendance.

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 (see Section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary Schools):

### **6.8.9. Procedures for Investigating and Dealing with Bullying**

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

**The school's procedures must be consistent with the following approach.**

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

#### **Reporting bullying behaviour**

- Any pupil or parent(s)/guardian(s) may bring a bullying incident to any teacher in the school. (Appendix 1)
- All reports, including anonymous reports of bullying, will be investigated and dealt with by the relevant teacher.
- Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher.

#### **Investigating and dealing with incidents: Style of approach (see section 6.8.9)**

- In investigating and dealing with bullying, the (relevant) teacher will exercise his/her professional judgement to determine whether bullying has occurred (see definition of bullying above) and how best the situation might be resolved;
- Parent(s)/guardian(s) and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible;
- Teachers should take a calm, unemotional problem-solving approach.
- Where possible incidents should be investigated outside the classroom situation to ensure the privacy of all involved;
- All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way;
- When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner;
- If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements.
- Each member of a group should be supported through the possible pressures that may face them from the other members of the group after the interview by the teacher;

It may also be appropriate or helpful to ask those involved to write down their account of the incident(s). In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parent(s)/guardian(s) of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken.

- The school should give parent(s)/guardian(s) an opportunity to discuss 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 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 meetings with the relevant parties involved should be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable.
- Where a parent(s)/guardian(s) is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent(s)/guardian(s) must be referred, as appropriate, to the school's complaints procedures.
- In the event that a parent(s)/guardian(s) has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parent(s)/guardian(s) of their right to make a complaint to the Ombudsman for Children.

### **Recording of bullying behaviour**

It is imperative that all recording of bullying incidents must be done in an objective and factual manner.

The school's procedures for noting and reporting bullying behaviour are as follows:

#### **Informal- pre-determination that bullying has occurred**

- Teachers will informally document pupils' negative behaviours in the yard book and/or teachers' record book.
- All staff must keep a written record of any alleged bullying incidents witnessed by them or notified to them. (Appendix 1) 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. (Appendix 3)
- The relevant teacher must inform the principal of all incidents being investigated.

**Formal Stage 1-determination that bullying has occurred**

- If it is established by the relevant teacher that bullying has occurred, the relevant teacher must keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.
- The school will store of all records in a safe place in the school.

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

The relevant teacher must use the recording template at **Appendix 3 of the Anti-Bullying Procedures for Primary and Post-Primary Schools 2013** 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 as outlined in our Code of Behaviour under 'Serious Misdemeanours' bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable.

See Code of Behaviour policy.

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

**Established intervention strategies**

- Teacher interviews with all pupils
- Negotiating agreements between pupils and following these up by monitoring progress. This can be on an informal basis or implemented through a more structured mediation process
- Working with parent(s)/guardian(s)s to support school interventions

7. The school's programme of support for working with pupils affected by bullying is as follows (See Section 6.8.16 of the Anti-Bullying Procedures for Primary and Post-Primary Schools):

- All in-school supports and opportunities will be provided for the pupils affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience e.g.
  - Pastoral care system
  - Full implementation of the SPHE curriculum
  - Group work such as circle time
- If pupils require counselling or further supports the school will endeavour to liaise with the appropriate agencies to organise same. This may be for the pupil affected by bullying or involved in the bullying behaviour. (e.g. NEPS)

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

#### 8. Supervision and Monitoring of Pupils

The Board of Management confirms that appropriate supervision and monitoring policies and Practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible.

## **9. Prevention of Harassment**

The Board of Management confirms that the school will, in accordance with its obligations under equality legislation, take all such steps that are reasonably practicable to prevent the sexual harassment of pupils or staff or the harassment of pupils or staff on any of the nine grounds specified i.e. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

10. This policy was adopted by the Board of Management on 16<sup>th</sup> January 2020

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 annually. 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:  
(Chairperson of Board of Management)

Signed:  
(Principal)

Date:

Date:

Date of next review: September 2026

