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 of St. Philip the Apostle JNS, Mountview, 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

- 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) Ongoing 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.

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

General behaviours which apply to all types of bullying	- Harassment based on any of the nine grounds in the equality legislation: gender including transgender, sexual harassment, homophobic bullying ,family status, age, religion, disability, race and membership of the traveller community. - Physical aggression - Damage to property - Name calling - The production, display or circulation of written words, pictures or other materials aimed at intimidating another person

	• Offensive graffiti • Intimidation • Insulting or offensive gestures • The "look" of disapproval or disgust • Invasion of personal space • Negative comments about appearance. • 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
	  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/You Tube or on games consoles
	• Abusive website comments/Blogs/Pictures
	• Abusive posts on any form of communication technology
	  NOTE: Parents to be made aware that membership of the social network, namely , Facebook is not allowed for Junior School pupils as they have not reached their 13th birthday. This will arise if and when it becomes known that a pupil or pupils are signed up for this network.

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 • Talking about someone in a derogatory manner behind their back • Spreading rumours • Breaking confidence • Talking loud enough so that the victim can hear • The look of disapproval or disgust • 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

4. The relevant teacher(s) for investigating and dealing with bullying is (are) as follows: (see Section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary Schools):

The Relevant Teachers in this school are:

- The Class Teacher or Learning Support Teacher
- The Teacher on Yard Duty when event occurs
- The Discipline Monitor for the corridor
- The Principal or Deputy Principal

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:

• 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 and 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/or rewards to promote desired behaviour and compliance with the school rules and routines.
• Teach pupils and/or parents about the appropriate use of social media.
• Positively encourage pupils to comply with the school rules on mobile phone and internet use.
• 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, in common areas and at school assemblies.
• All staff will actively watch out for signs of bullying behaviour.
• As self-esteem is a major factor in determining behaviour, we will, through both our curricular and extra-curricular programmes, provide pupils with opportunities to develop a positive sense of self-worth.
• We will raise pupils' awareness and understanding of bullying, including its causes and effects, taking particular account of the needs of pupils with disabilities or with SEN. Approaches to decreasing the likelihood of bullying for pupils with SEN will include improving inclusion, focusing on developing social skills, paying attention to key moments such as transitioning from primary to post-primary and cultivating a good school culture which has respect for all and helping one another as central.
• We will use the elements of the SPHE curriculum which make specific provision for exploring bullying as well as the inter-related areas of belonging and integrating, communication, conflict, friendship, personal safety and relationships. The Stay Safe programme is a personal safety skills programme which seeks to enhance children's self-protection skills including their ability to recognise and cope with bullying.
• We will use all subjects 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.

• Good supervisory and monitoring measures will be put in place both to prevent and deal with bullying behaviour.
• The Board of Management will make appropriate arrangements to ensure that temporary and substitute staff has sufficient awareness of the school's Code of Behaviour and its Anti-Bullying policy.
• Consistent investigation, follow up and recording of bullying behaviour (including use of established intervention strategies)
• School will look into sourcing age appropriate materials for each form of bullying

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:

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); Bullying is a behaviour. The perpetrator is not defined as a bully. The behaviour is addressed.

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.
- 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:

- In investigating and dealing with bullying, the (relevant)teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved;
- Parent(s)/guardian(s) and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible;
- Teachers should take a calm, unemotional problem-solving approach.
- Where possible incidents should be investigated outside the classroom situation to ensure the privacy of all involved;
-

- All interviews should be conducted with sensitivity and with due regard to the 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.
- 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 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;- empathy evoking approach for perpetrators of bullying behaviour- 'put yourself in the victims shoes'.
- Once the incident is tackled correctly, the perpetrator returns to a clean sheet. Child is not a bully, however the behaviour is bullying.
- 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)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
- All staff must keep a written record of any incidents witnessed by them or notified to them. Consideration needs to be given to where the records will be made e.g. incident book. All incidents must be reported to the relevant teacher
- While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher must keep a written record of the reports, the actions taken and any discussions with those involved regarding same
- The relevant teacher must inform the principal of all incidents being investigated.

Formal Stage 1-determination that bullying has occurred
- If it is established by the relevant teacher that bullying has occurred, the relevant teacher must keep appropriate written records 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 in consultation with the relevant teacher/s should develop a protocol for the storage of all records retained by the relevant teacher.

Formal Stage 2-Appendix 3
The relevant teacher must use the recording template at **Appendix 3** to record the bullying behaviour in the following circumstances: (page 43 Anti-Bullying Procedures for Primary and Post-Primary Schools, Dept. of Education and Skills"
Note: A copy of the Anti-Bullying Procedures for Primary and Post-primary Schools will be kept in the Secretary's filing cabinet for purposes of accessing the recording template.

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.

The school should list behaviours that must be recorded and reported immediately to the principal. These should be in line with the school's code of behaviour.
1) One pupil touching another inappropriately
2) Very violent behaviour causing serious injury to another pupil
3) A weapon found on a pupil.

When the recording template is used, it must be retained by the relevant teacher in question and a copy maintained by the principal. Due consideration needs to be given to where these records are kept, who has access to them, and how long they will be retained. Decisions around record keeping should be noted in this policy.

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
- No Blame Approach
- Circle Time
- Restorative interviews
- Restorative conferencing

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 steps that are reasonably practicable to prevent the sexual 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 the 3rd October 2023.

11. This policy has been made available to school personnel, published on the school website (or where none exists, is otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A copy of this policy will be made available to the Department and the patron if requested.

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 (or where none exists, be otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Review
A review of the policy has taken place by principal and staff in September 2023. The policy was presented to the Board of Management on the 3rd October 2023. The next review of this policy will take place in October 2024.

Signed: _Fergus Hamill_

Signed: _Ruth Molloy_

Signed: Signed
Fergus Hamill   Ruth Molloy
Chairperson   Principal
Date: 03.10.2023   Date: 03.10.2023

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

The following are some practical tips for immediate actions that can be taken to help build a positive school culture and climate and to help prevent and tackle bullying behaviour.

- 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.
- All 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.
  - o Hot spots tend to be in the playground/school yard/outdoor areas, changing rooms, corridors and other areas of unstructured supervision.
  - o 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 establishment and work of student councils.

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
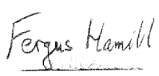

Signed _____ (Relevant Teacher)   Date _____
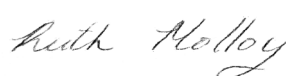
Date submitted to Principal/Deputy Principal _____

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

Appendix 4 Checklist for annual review of the anti-bullying policy and its

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*?	✔
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 received and minuted the periodic summary reports of the Principal?	✔
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?	✔
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?	N/A
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

Signed *Fergus Hamill*
Chairperson, Board of Management

Signed *Ruth Molloy*
Principal

Date: 3rd October 2023
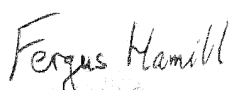
Notification regarding the Board of Management's annual review of the anti-bullying policy
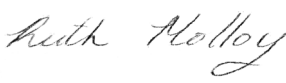
To: <u>The Community of St. Philip the Apostle Junior National School</u>

The Board of Management of <u>St. Philip the Apostle JNS</u> wishes to inform you that:

o   The Board of Management's annual review of the school's anti-bullying policy and its implementation was completed at the Board meeting of <u>3rd October 2023</u>.

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

Signed *Fergus Hamill*   Date <u>3rd October 2023</u>
Chairperson, Board of Management

Signed *Ruth Molloy*   Date <u>3rd October 2023</u>
Principal