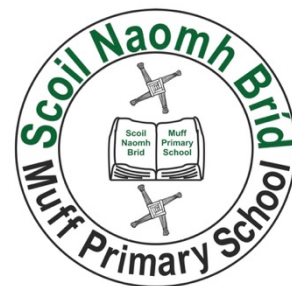


Scoil Naomh Bríd

Anti-Bullying Policy

A Whole School Approach



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 Naomh Bríd 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

In Scoil Naomh Bríd, we strive to create the best environment for teaching and learning and for the social, spiritual and psychological development of everyone here in school. It is an environment which is based on inclusivity and respect. A school policy on bullying is most effective when supported by a positive school climate which encourages respect, trust, care, consideration and support for others. As a caring school community, we believe that bullying behaviour is unacceptable and damaging to this ethos.

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-

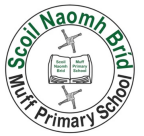
- build empathy, respect and resilience in pupils; and
- explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying;
- effective supervision and monitoring of pupils

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:

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 are dealt with, as appropriate, in accordance with the school's Code of Behaviour.

However, in the context of this policy, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the school's Code of Behaviour.

Additional information on different types of bullying is set out in Section 2 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

4. The relevant teacher(s) in this school are: all class teachers, Principal and Deputy Principal. Any teacher may act as a relevant teacher, if circumstances warrant it.
5. The education and prevention strategies used by the school are as follows:
- Promoting school culture/ethos
 - Yard supervision: being particularly vigilant in monitoring pupils who are considered at risk of bullying/being bullied.
 - Promoting peer support at play e.g. friendship bus, organised games (senior children having responsibility to organise and encourage younger children to play together)
 - Positive interaction with children and parents.
 - The school fosters a culture that is accepting of difference, which will include respect for all families or individuals.
 - The SPHE curriculum, including the Walk Tall and Stay Safe Programme, is used throughout the school to support the Anti-Bullying Policy with dedicated lessons addressing bullying behaviour including cyberbullying. See also Resources listed at 7(i).
 - Promoting inclusion in classroom and playground.
 - Positive self-esteem is fostered among the pupils by celebrating individual differences, by acknowledging good behaviour and by providing opportunities for success – in assemblies; classroom work; during playtime; during friendship week.



- Use of play equipment during lunchtime to encourage enjoyment, non-competitive sport, teamwork and inclusion of all.
 - Pupils are helped to develop empathy by taking part in the Roots of Empathy Programme; through social stories and through drama.
 - Modelling behaviour expected in our dealings with the children.
 - Raising awareness through discussing the school's Anti-Bullying Policy with the pupils and through the curricular programmes and resources listed at 7(i).
 - Celebration of Friendship Week which includes class based and whole school activities.
 - The school provides information and strives to raise awareness among parents through the information bulletin and providing talks on internet safety.
 - Parents/guardians contribute to and support the school's policy on bullying. They encourage positive behaviour both at home and in school, and are vigilant for signs and symptoms that their child is being bullied or is bullying others and communicate their concerns to the school.
 - Our Child Safeguarding Statement prohibits the use of mobile phones, cameras or any electronic device by pupils and guidance for parents taking photos/video coverage at school events (cf Acceptable use Policy in Child Safeguarding Policy)
 - The school's classroom computers have NCTE web filtering at level 3.
 - A bullying sociogram is administered to a selection of classes once per year and may be used with any class at any time when teachers have particular concerns.
 - Pupils are taught strategies to manage their own relationships with others and to resolve conflict.
 - Pupils look out for for pupils with special needs during classwork, playtime and on outings.
 - Pupils are taught that if they are being bullied they must:
 - SAY NO
 - GET AWAY
 - TELL
 - Pupils are taught that if they witness bullying IF YOU SEE SOMETHING TELL – either verbally or using the “Worry Box” which is located outside Mrs. Mc Nally's room.
 - These slogans are taught and displayed in all rooms including SET classrooms.
 - Senior classes are paired with younger classes for buddy reading and peer tutoring and are encouraged to retain these friendships.
 - All disclosed incidents of bullying are investigated.
 - The Board of Management review the policy annually and promotes it among staff, parents and pupils.
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:
- (i) 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).
 - (ii) As such the No-Blame approach/The Support Group Approach is used in Scoil Naomh Bríd.



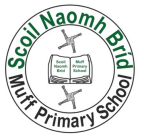
- (iii) All reports, including anonymous reports of bullying, will be investigated and dealt with by the relevant teacher. It is made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly.
- (iv) Teaching and non-teaching 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.
- (v) Parent(s)/guardian(s) and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring the relationships of the parties involved as quickly as possible.
- (vi) 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.
- (vii) If a group is involved, each member should be interviewed individually at first.
- (viii) It may also be appropriate or helpful to ask those involved to write down their account of the incident(s).
- (ix) Having given their account of what happened the relevant teacher will ask them the following questions:

Questions to the boy or girl alleged to have engaged in bullying behaviour:
<ul style="list-style-type: none">• What happened?• What were you thinking then/since?• Who could have been affected/hurt/sad/upset?• What could you have done differently?• What needs to happen now to make things right?

- (x) The target is also asked for his or her account, either written or verbal.
- (xi) As a follow up, the following questions are put to the target:

Questions to the alleged target:
<ul style="list-style-type: none">• What happened?• What did you think when you realised what was happening?• How did this impact on/hurt/upset you?• How did this impact on/hurt/upset others?• What was the hardest thing?• What needs to happen now to make things right?

- (xii) In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, it must be reported to the Principal or Deputy Principal immediately. 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) and the No-Blame Approach.



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;

- (xiii) 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 using the answers which the target gave to the questions above.
- (xiv) 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.
- (xv) The teacher continues on following the steps below (from the No-Blame/Support Group Method).
 - Meet the 'target', 'person who engaged in bullying behaviour' and 'the witnesses'
 - Explain the situation and state how the 'target' is feeling. (Do not allocate blame or discuss details of the incident)
 - State that you know this group can do something to solve the problem. This is a problem-solving approach.
 - Ask for details towards solution.
 - Leave it with the group.
 - Arrange to meet the parties again and at that meeting assess how things are going.
 - Inform all staff so that they are aware and can observe without getting involved in the group.
 - Record incident and file.
 - Inform parents/guardians where appropriate.
- (xvi) While all reports including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher will use his or 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.
- (xvii) 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.
- (xviii) The relevant teacher will use the recording template at Appendix 3 to record the bullying behaviour in the case where he or 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.

Bullying behaviour can be part of a continuum of behaviour rather than a stand-alone issue and in some cases behaviour may escalate beyond that which can be described as 'bullying,' to serious physical or sexual assault or harassment, the school may refer cases to relevant external agencies and authorities where appropriate.

In cases where the school has serious concerns in relation to managing the behaviour of a pupil, the advice of National Education Psychological Service (NEPS) will be sought and advice may also be sought from the HSE Children and Family Social Services with a view to drawing up an appropriate response.

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

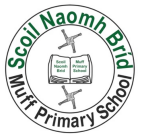
- (i) In-class strategies may involve the use of SPHE lessons and may include lessons from the following resources:
 - Grow in Love
 - Alive-O
 - Stay Safe
 - R.S.E.
 - Walk Tall
 - Health Promotion Unit Anti-Bullying Pack
 - Earthlinks
 - PrimEd Bullying posters and Conflict Resolution
 - Stories including:
 - Watch Out for Crocodiles
 - Sticks and Stones
 - Four O'Clock Friday
 - Until The Angel Came
 - Normal
 - Laughing Leprechaun
 - Books on bullying in the library (search in Aladdin)
 - Bright Ideas – Circle Time
 - SALT Programme
 - WebWise
 - Online resources
- (ii) Opportunities may be provided to participate in activities designed to raise self-esteem and develop friendship and social skills, thereby building resilience.
- (iii) In more serious cases of bullying behaviour, the school may consult with the National Education Psychological Services (NEPS).
- (iv) All staff dealing with a bullying incident will offer support and comfort to the target as well as reasoning with the person who engaged in the bullying behaviour.
- (v) Parents/guardians will be consulted regarding appropriate supports for their child.

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 first adopted by the Board of Management on 02/05/2018.
11. This policy has been made available to school personnel, is readily accessible to parents and pupils on request and provided to the Parents' Association. A copy of this policy will be made available to the Department and the patron if requested.
12. This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, and to parents 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: John Farnon
(Chairperson of Board of Management)

Signed: T. Ward
(Principal)

Date: 02 May 2018

Date: 2/5/18.

Policy reviewed:

2nd October 2019
22nd June 2020
October 2021

Appendix 3: Anti-Bullying Procedures for Primary and Post-Primary Schools (DES, September 2013)

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	<input type="checkbox"/>
Other Pupil	<input type="checkbox"/>
Parent	<input type="checkbox"/>
Teacher	<input type="checkbox"/>
Other	<input type="checkbox"/>

4. Location of incidents
(tick relevant box(es))*

Playground	<input type="checkbox"/>
Classroom	<input type="checkbox"/>
Corridor	<input type="checkbox"/>
Toilets	<input type="checkbox"/>
School Bus	<input type="checkbox"/>
Other	<input type="checkbox"/>

5. Name of person(s) who reported the bullying concern

6. Type of Bullying Behaviour (tick relevant box(es)) *

Physical aggression	<input type="checkbox"/>	Cyber-bullying	<input type="checkbox"/>
Damage to property	<input type="checkbox"/>	Intimidation	<input type="checkbox"/>
Isolation/Exclusion	<input type="checkbox"/>	Malicious gossip	<input type="checkbox"/>
Name calling	<input type="checkbox"/>	Other (Specify)	<input type="checkbox"/>

7. Where behaviour is regarded as identity-based bullying, indicate the relevant category:

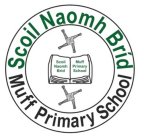
Homophobic	Disability/SEN Related	Racist	Membership of Traveller Community	Other (Specify)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Brief Description of bullying behaviour and its impact

9. Details of actions taken

Signed _____ (Relevant Teacher) Date _____

Date submitted to Principal/Deputy Principal _____



Appendix 4: Checklist for Annual Review of the Anti-Bullying Policy and its Implementation

The Board of Management (the Board) must undertake an annual review of the school’s Anti-Bullying Policy and its implementation. The following checklist must be used for this purpose. The checklist is an aid to conducting this review and is not intended as an exhaustive list. In order to complete the checklist, an examination and review involving both quantitative and qualitative analysis, as appropriate across the various elements of the implementation of the school’s Anti-Bullying Policy will be required.

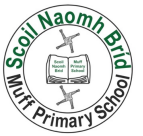
	Yes/No
Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools?	
Has the Board published the policy on the school website and provided a copy to the parents’ association?	
Has the Board ensured 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?	
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 _____
Chairperson, Board of Management

Signed _____
Principal

Date _____

Date _____



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