Tús maith, leath na h-oibre

Anti-Bullying Policy 2022

Introduction

School Ethos

Our "School Ethos" focuses on respect for the individual. The policies, practices and attitudes of our school are inspired by Gospel values e.g., *"Love of our neighbour"* and *"Do unto others as you would have them do unto you"*. We believe that a cornerstone in the prevention of bullying is a positive school culture and climate that is welcoming of difference and diversity and based on inclusivity and respect, see Appendix 1 – Practical tips for Building a Positive School Culture and Climate.

It is an important element of our school policy to:
- Raise awareness of bullying as an unacceptable form of behaviour
- Create a school atmosphere in which children will feel secure, knowing that they will be listened to and encouraged to report incidents of bullying behaviour
- Develop procedures for investigating and dealing with incidents of bullying

Mission Statement

Our mission in St. Sylvester's Infant School is to provide an environment and experience that nurtures our pupils spiritually, physically, mentally, morally, socially and which encourages their interest in lifelong learning.

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. Sylvester's I.S. has **adopted the following Anti-Bullying Policy** within the framework of the school's overall code of behaviour. This policy fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools which were published in **September 2013.**

Key Principles of Best Practice in Preventing and Tackling Bullying Behaviour

The BoM has overall responsibility to ensure that this policy is effective, sustainable and measured. The BoM must ensure that accountability is of the highest standard and frequently appraise the outcomes of the strategies and measures contained within the policy.

The BoM 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:

- We acknowledge the right of each member of the school community to enjoy school in a secure environment
- We acknowledge the uniqueness of each individual and their worth as a human being
- We promote positive habits of self- respect, self -discipline and responsibility among all its members.
- We actively prohibit vulgar, offensive, sectarian or other aggressive behaviour by any of its members

Fostering 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
- Promotes respectful relationships across the school community
- Recognises the right of parents to share in the task of equipping pupils with a range of life skills.
- Recognises the need to work in partnership with and keep parents informed on procedures to improve relationships within the school community
- Takes particular care of 'at risk' pupils and uses its systems to identify needs and facilitate early intervention where necessary –thus responding to the needs, fears & anxieties of individual members in a sensitive manner

Effective Leadership
- The Principal of St. Sylvester's I.S. as key leader strongly influences attitudes and sets standards in relation to dealing with bullying
- ISM Team: (see Appendix 2) have a clear role to act in a leadership capacity within the school community, stimulating a whole school approach to preventing and tackling bullying – and modelling best practice
- Teachers must act as good role models and not misuse authority, but be fair, clear and consistent in their disciplinary measures.

A School-Wide Approach
- A whole community approach to the problem of bullying is required to have a shared understanding of what constitutes bullying behaviour as defined in this policy (Section 4 Anti-Bullying Procedures for Primary & Post Primary Schools circular 0045/2013). The whole community includes the; BOM, Principal, In-School Management Team, teachers, SNA's, non-teaching staff, pupils, parents/guardians
- Beyond the school community, bullying behaviour may extend to outside of school. Where this negatively impacts on a school-parents and pupils have a responsibility to support the school in helping to address the issue. This applies particularly (but not exclusively) to cyber bullying.

- The assistance of Gardaí, Tusla and Community Workers may be required in some cases
- Collective vigilance is needed throughout the whole school/community sector to identify and deal with issues around bullying in a fair and equitable manner
- Staff members share a collegiate responsibility, under the direction of the Principal, to act in preventing bullying/aggressive behaviour by ANY MEMBER of the school community

Supports for Staff
- Regular discussion and review of policy and procedures is essential to support staff on a continuous basis
- All staff must have a uniform interpretation of what is expected in relation to bullying, how to identify possible bullying behaviours, how to manage disclosures and how to deal effectively with incidents of bullying within the classroom context
- Staff must be aware that supporting one another is a key aspect of prevention and new/inexperienced members of staff must be given every opportunity to discuss concerns and model best practice
- CPD in relation to Anti Bullying Strategies will be supported and encouraged for all members of staff

Implementation of Education and Prevention Strategies (including awareness raising measures) that-
- Build and promote empathy, respect and resilience in pupils
- Explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic, identity-based and transphobic bullying.
- Aspects of the curriculum are identified through which positive and sustainable influences can be exerted towards forming pupil's attitudes and values
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies)
- On-going evaluation of the effectiveness of the Anti-Bullying Policy.

Effective supervision and monitoring of pupils
- Staff members have a distinct responsibility to ensure that supervision of pupils in class is effective and consistent
- Supervision in playground areas must be managed and conducted effectively, with particular attention given to "hot spots" or "hot times" e.g., arrival & dismissal
- Office Staff, the caretaker, cleaning staff and lollipop lady are well placed to inform if any behaviour which may constitute bullying is noticed
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies)
- On-going evaluation of the effectiveness of the Anti-Bullying Policy.

Definition of "Bullying"

In accordance with the *Anti-Bullying Procedures for Primary and Post-Primary Schools* 45/13 bullying is defined as follows:

> *Bullying is unwanted negative behaviour, verbal, psychological or physical conduct, 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 and are further explained in Appendix 3 – Bullying Behaviour.

- Deliberate exclusion, malicious gossip and other forms of relational bullying
- Cyber-bullying
- 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 comment, using hurtful words or an isolated push, 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.

Signs of Bullying
As an adult, what are the signs I should look out for?

One of the most terrible effects of bullying is that the bullied child will very often deny that it's happening.

It's important that you don't put even more pressure on a child who may be bullied. Forcing someone to tell when they don't want to can itself be a form of bullying. But there are certain signs to look out for if you have suspicions.

These can include:
- A change in behaviour, such as suffering a lack of concentration and/or becoming withdrawn, excessively clingy, depressed, fearful, emotionally up and down
- Afraid and anxious when going to or coming from school
- Happy at the weekend but not during the week. A drop in performance in school
- Physical signs such as stomach aches, headaches, sleep difficulties, bedwetting, bruising

- Unexplained bruises
- School performance steadily getting worse
- Being generally nervous, tense, unhappy
- Not explaining suspicious incidents
- Signs of being isolated from others of the same age
- Signs of regular interference with personal property, books etc.
- Frequently asking for (or perhaps stealing) money

Although these can also indicate problems other than bullying, it is important that you don't ignore them. Try to encourage the child to talk about what is going on, either to you or to another trusted adult.

What Should I Do If My Child is Being Bullied?

- Discuss bullying openly and regularly with your children – don't wait for them to raise the issue
- Thank the child for disclosing the problem. Confidence is the first casualty of bullying, so let your child know you believe them and will support them
- Tell them it's not their fault
- Listen carefully. Don't rush the story. Show you are concerned and sympathetic
- Get all the details – what, who when, where etc
- Write down the details and check the information with your child. This will be important for any meetings which may come later
- Take action. Don't wait to see if it all blows over
- Make appropriate changes that may help prevent your child being singled out and to build their confidence at the same time (e.g., new clothes, different hairstyle, etc.)
- Seek professional help if necessary (e.g., Speech Therapy, dental work, etc.)
- Bring your information to the relevant authority, and insist on getting an adequate response

The Pupil who is bullied

- Any pupil through no fault of their own may be a target of bullying. It is common in the course of normal interaction for pupils to tease or taunt each other. However, at a certain point, teasing and taunting may become forms of bullying behaviour. As pupils can be particularly quick to notice differences in others, pupils who are perceived as different in some way can be more prone to encounter such behaviour. However, the pupils who are most at risk of being bullied are those who react in a vulnerable and distressed manner. The seriousness and duration of the bullying behaviour can be related to the pupil's continuing response to the verbal, physical or psychological aggression
- Pupils who are bullied often experience difficulties in speaking up about bullying. The difficulties include:
  - Fear of reprisals
  - Concerns about being perceived as a "tell-tale" for reporting bullying
  - Concerns about "getting into trouble" with the Principal or teacher for
  - reporting bullying
  - Not having evidence to back up a bullying allegation
  - Not knowing how the matter will be dealt with by the school

- ▪ Not feeling fully confident of being believed

How do I approach the School?
- Make an appointment with the class teacher
- Speak to an appropriate teacher as soon as possible
- Think about asking someone to accompany you for support
- Don't exaggerate. Be honest and stick to the facts as you understand them
- Use your notes to make sure you don't forget to mention any important points
- Recognise that you may be upset when you speak to the teacher
- Accept that your child may not have told you all the facts, and that there may be another side to the story
- Ask for a copy of the school's Anti-Bully Policy
- Find out what action the school intends to take
- Arrange for a follow-up meeting with the teacher to measure any improvement in the situation
- After the meeting, you may wish to make a note of what was agreed and send a copy to the teacher
- If you are not happy with the teacher's response, make an appointment to see the Principal
- If you still feel dissatisfied having talked to the Principal, contact the Board of Management who are there to represent your interests
- Remember to keep copies of all letters you send and receive
- If the problem persists, then you should consider moving your child to another class or even another school if this is possible
- You should consider carefully whether further aftercare is needed following a move to another class or school.

How can I tell if my Child Bullies Others?
Here are some indicators of bullying behaviour:

- A tendency to bully family members
- Being a victim of bullying
- Regularly witnessing bullying behaviour in their environment
- Being frequently short-tempered and/or aggressing
- Bringing home items that you know were not bought
- Speaking of others in a negative way
- Showing an interest in violent behaviour/inappropriate on-line games
- Showing little sensitivity towards others
- Having low self esteem
- Being the subject of previous complaints or suggestions of bullying behaviour

Although these can also indicate problems other than bullying, it is important that you don't ignore them. Try to encourage your child to talk about what is going on, either to you or another trusted adult.

Impacts of Bullying Behaviour

Pupils who are being bullied may develop feelings of insecurity, humiliation and extreme anxiety and thus may become more vulnerable. Self-confidence may be damaged with a consequent lowering of self-esteem. While they may not talk about what is happening to them, their suffering is indicated through changes in mood and behaviour. Extreme cases of bullying may result in suicide. It is, therefore, essential to be alert to changes in behaviour as early intervention can be very effective.

Pupils who witness bullying may also be affected and may suffer in similar ways to those who are bullied. For example, pupils who witness identity-based bullying and share that identity can experience anxiety and feel under threat themselves. Pupils can also feel guilt or distress at not being able to help the person being bullied.

There are also consequences for individuals who engage in bullying behaviour. Pupils who become involved in such behaviour can be at higher risk of depression. Other possible long-term consequences may include an increased risk of developing an anti-social personality, anxiety disorders, a likelihood of substance abuse and law-breaking behaviour in adulthood and decreased educational and occupational attainment.

Education and Prevention Strategies

The following Education and Prevention Strategies (including strategies specifically aimed at cyber-bullying, identity-based bullying, homophobic and transphobic bullying) will be used by St. Sylvester's I.S. (Ref: Section 6.5 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*)

Prevention of Bullying

The aim of our school policy is to create an environment where:

- A school-wide approach is taken to the fostering of respect for all members of the school community.
- The promotion of the value of diversity is fostered to address issues of prejudice and stereotyping, and highlight the unacceptability of bullying behaviour.
- The child's self-esteem is enhanced throughout the curriculum especially in SPHE, Stay safe, RSE and Religious Programmes. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.
- The right to safety/security in school, at play and to and from school is acknowledged and respected
- Bullying or aggressive behaviour is regarded as unacceptable
- Children are helped to distinguish between 'telling tales' and reporting incidents of bullying
- Children feel they will be listened to and supported in any incident of bullying
- Each child is responsible for his/her own behaviour
- Each child is entitled to due respect as a person
- Respect for others and their property is recognised
- Professional development/ Discussions facilitated for staff are provided to develop an awareness of what bullying is, how it impacts on pupils' lives and the need to respond to it-prevention and intervention.

- School wide awareness raising and training on all aspects of bullying, to include pupils, parents/guardians and the wider school community.
- The development and promotion of the Anti-Bullying Policy is displayed publicly in the reception area and on the school's website.
- The school's Anti-Bullying Policy is discussed with pupils and all parents/guardians are given a copy as part of the Code of Behaviour of the school on enrolment.
- Parents/Guardians feel confident to approach the school if they suspect that their child is being bullied

Education and Prevention Strategies Specifically Related to Cyber-Bullying
- Teachers ensure supervision at all times when pupils can access the internet
- School laptops/internet devices are password protected to ensure no unsupervised access by pupils
- Parents' internet safety 'awareness evening' was organised in 2014 by St. Sylvester's I.S. in conjunction with Pope John Paul's II N.S. Staff were also invited to attend
- Summary of the 'Awareness Evening' was circulated to staff

The following websites are recommended reading for both parents and staff:
www.webwise.ie – Webwise provides parents, teachers and children with educational resources, advice and information about potential dangers on the internet and empowers users to minimise or avoid these risks.
www.internetsafety.ie – Provides downloadable guides including a guide to cyber-bullying.

Procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used for dealing with cases of bullying behaviour

Formal Programmes
Formal Programme used to develop an awareness of Bullying Behaviour in Our School include:
- SPHE Curriculum
- Stay Safe Programme
- School Code of behaviour
- Assembly
- School rules
- Circle Time
- Class Discussions
- Relationship and Sexuality Programme
- 'Parenting Positively, Coping with Bullying' publication on Bernardo's website

Other Strategies
- Positive reinforcement by teachers in classroom setting (Golden Time, Stickers etc)
- Modelling of respectful behaviour and language by teachers and staff
- Rewarding incidents of good and improved behaviour and showing acts of kindness at class level and whole-school through class awards and Principal award stickers
- Encourage pupils to look out for each other and be responsible for their own behaviour

- All teachers are required to be vigilant on yard duty and to record all incidences and monitor repeat offenders
- Immediate affirmation of children who report incidents of bullying which they have witnessed

For Further Reading/Information:
The school has the following books (stored in the Staffroom) on the issue of Bullying:
- Anti-Bullying Procedures for Primary and Post-Primary Schools, Circular 45/ 2013
- Guidelines on Countering Bullying Behaviour in Primary and Post Primary Schools September 1992- Department of Education and Science
- Bullying: A Teacher's Resource Pack
- Stop Bullying "Kidscape"
- Bullying: Resource Guide: Vivette O'Donnell
- Coping with Bullying in Schools: Brendan Byrne
- Self Esteem: The Key to your child's Education
- Bullying: A Community approach- Brendan Byrne
- Help your child be confident
- No more Bullying: Rosemary Stone

These books are available to Teachers and Parents concerned about these issues.

Relevant Teachers for Investigating and Dealing with Bullying
As per Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*, the relevant teacher for investigating and dealing with bullying normally is the class teacher of those pupils involved. If the incident is very serious in nature, the teacher will seek advice and operate under the guidance of the Principal, Mrs. Dunne. When Mrs. Dunne is unavailable, the Deputy Principal, Mrs. Kirby will support the class teacher. When relevant the Special EducationTeacher who works with the relevant class, will also support the class teacher.

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, parents/guardians) understand this approach from the outset.

- 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 by the relevant teacher. Prevention, intervention and follow up strategies will be put in place by completing Appendix 4 – Template for Recording Bullying Behaviour and retained in the child's file with a copy given to the Principal

- In cases where the teacher considers that the bullying behaviour has not been adequately addressed within 20 school days after he/she has determined that bullying behaviour occurred, a copy of Appendix 4 must be provided to the Principal or Deputy Principal as applicable
- Investigating and dealing with incidents: Style of approach (see section 6.8.9)
- In investigating and dealing with bullying, the relevant teacher will exercise their 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 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 (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 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

Formal Three Staged Approach

Stage One
Unless the incident is of a very serious nature, it will be dealt with by the relevant teacher i.e., the classroom teacher, who will talk to the pupils involved.

If the incident is very serious in nature, it must be reported immediately to the Principal and the relevant teacher must record the incident using the recording form in **Appendix 4.**

Teachers respect the need to support the esteem of each party involved in an incident and all investigations of alleged bullying will be carried out with extreme sensitivity.

The investigation will normally consist of the following actions:
* The victim shall be asked for his/her story
* The alleged bully/bullies will be asked individually for their story
* Both sides will be asked to relate to the other their version of events
* When considered necessary other pupils may be asked for information
* Sometimes it may be necessary for the teacher to record the pupils' versions of events
* Having investigated the matter, the pupils are asked to refrain from such behaviour in the future and appropriate sanction(s) will be applied if necessary (as per Code of Behaviour).
* Retaliatory behaviour for disclosing incidents will be regarded as extremely serious and will be dealt with in accordance with the Code of Behaviour
* If a teacher becomes aware that a pupil is regularly involved in incidents, he/she will start a record of such incidents. The purpose of this record is:
* To aid memory by recording details of the incident
* For clarity in assessment of the situation
* For planning and intervention

In cases where the relevant teacher considers that the bullying behaviour has not been adequately and appropriately addressed within **20** school days after he/she has determined that bullying behaviour has occurred, it must be recorded by the relevant teacher by completing in full, the recording template in **Appendix C**. The teacher must retain the completed form and forward a copy to the Principal without delay.

Should the action taken at this stage prove not to have resolved the issues, staff will proceed to stage two.

Stage Two
The Principal will arrange to meet with the parents of the pupil who is seen to be bullying and separately with the parents of the victim of bullying. The pupils themselves may be required to attend part or all of these meetings.

The purpose of the meeting with the parents of the pupil who is seen to be bullying, is to agree on appropriate measures to bring about an improvement in behaviour. These may

include a formal monitoring of behaviour over an agreed time period and/or any of the other sanctions listed in the school Code of Behaviour

The purpose of the meeting with the parents of the victim of bullying, is to address emotional needs and devise strategies for the pupil to deal with the bullying. This may involve reinforcing the programme being covered in class, or other strategies designed to raise their self-esteem and to develop their friendship and social skills whenever this is needed.

Stage Three

It is the duty of the school to provide a safe environment for all pupils. Should the above interventions fail and the bullying continue, a programme of appropriate sanctions will be implemented by the Principal in consultation with the parents and the BOM and in line with those detailed in the school Code of Behaviour.

Sanctions are appropriate to the age and developmental stage of the student and their background.

Sanctions

Response to misbehaviour can take place on various levels of intervention and may involve the use of one or a combination of the following:

1. Reasoning with pupil
2. Behavioural contract
3. Reprimand
4. Separation (within the classroom or in the play area)
5. Loss of privileges (i.e., golden-time/teacher's reward system)
6. Detention during lunchtime
7. Referral to Principal (The Principal will record all such referrals), with the possibility of leading to other referrals e.g., National Educational Psychological Support Service
8. Referral to Parents (Parents will be requested to meet the Teacher/Principal to discuss the matter)
9. In cases of continuous disruptive misbehaviour parents will be requested to meet with the Chairperson of the BoM
10. Suspension
11. Expulsion

Full details of the school policy with regard to sanctions are located in the Code of Behaviour Policy.

Follow-up and Recording

- In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of their 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 complete Appendix 4 to record any incidents witnessed by them or notified to them.
- 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.
- Teachers should give the Principal a copy of Appendix 4 - Recording Bullying Behaviour and the original retained in the child's file

Reporting to the Board of Management

The Principal will provide a report to the BoM at least once a term, setting out the overall number of bullying cases reported (by means of the recording template in Appendix 5 Template for Recording Bullying Behaviour to Board of Management) to the Principal or Deputy Principal since the last report to the Board. The Principal will confirm that these cases have been, or are being dealt with, in accordance with the Policy and the Department's procedures.

This policy and its implementation will be reviewed by the Board of Management annuallyr, using Appendix 6a and 6b Template for Anti-Bullying Policy and 6b Checklist for Annual Review of the Anti-Bullying Policy and its Implementation. 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 *who were active partners in its compilation.*

Referral of serious cases to the HSE

In relation to bullying in schools, *Children First National Guidance for the Protection and Welfare of Children 2011* (Children First) and the *Child Protection Procedures for Primary and Post-Primary Schools* state that in situations where *"the incident is serious and where the behaviour is regarded as potentially abusive, the school must consult the HSE Children and Family Social Services with a view to drawing up an appropriate response, such as a management plan".*

Serious instances of bullying behaviour should, in accordance with the Children First and the *Child Protection Procedures for Primary and Post-Primary Schools*, be referred to the HSE Children and Family Services and/or Gardaí as appropriate.

The *Child Protection Procedures for Primary and Post-Primary Schools* also provide that where school personnel have concerns about a child but are not sure whether to report the matter to the HSE, the Designated Liaison Person (Principal) must seek advice from the HSE Children and Family Social Services.

Steps to be followed if Teacher/SNA-to-Pupil bullying is reported

In the case of teacher/SNA-to-pupil bullying, a complaint should in the first instance be raised with the teacher in question by the parent/guardian of the pupil if possible and then, if necessary, referred to the Principal.
Where it has not been possible to agree a framework for resolution, the matter should be referred in writing by both parties to the BOM in writing for investigation.
If following an investigation, the BoM deems sanctions are necessary, any that are applied will be in accordance with normal industrial relations practices.

Support for Pupils affected by Bullying

The school's programme of support for working with pupils affected by bullying is as follows:
- As part of the process of dealing with a bullying situation, a meeting with the parents of the victim of bullying is arranged with the purpose of addressing emotional needs and devising strategies for the pupil to deal with the bullying.   This may involve reinforcing the programme being covered in class or other strategies designed to raise their self-esteem and to develop their friendship and social skills whenever this is needed
- After the initial incidence of bullying has been managed, the relevant teachers will check with the pupil on a regular basis that no further difficulties have arisen
- Pupils will be encouraged to participate in activities designed to raise their self-esteem, and to develop their friendship/social skills. These include Stay Safe, Walk Tall, Circle-Time and RSE activities
- Pupils who observe incidents of bullying behaviour are strongly encouraged to report them. This encourages those pupils being bullied and who may otherwise be reluctant to report it themselves and it also provides the relevant teacher with more information on what has occurred

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.

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.

Other Policies

This policy should be read in conjunction with other school policies, practices and activities in our school that are particularly relevant to bullying:

Code of Behaviour	Child Protection Statement
Supervision of pupils	Acceptable Use policy
RSE	ICT & Internet Use policy.
Attendance	Tours and Outings
SEN	Health & Safety

Ratification and Communication

This policy was originally adopted by the Board of Management on 2nd December 2019. It has been subsequently reviewed on an annual basis, and is due for review in December 2022.

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.

A record of the review and its outcome will be made available, if requested, to the Patron and the Department through use of Appendix 7 – Notification regarding the Board of Management's Annual Review of the Anti-Bullying Policy.

Signed:

Mr Michael McKenna
Chairperson
Board of Management
Date:

Appendix 1

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 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 medical
- 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 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
- Ensue 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
- Hot spots tend to be in the playground/school yard/outdoor areas, changing rooms, corridors and other areas of unstructured supervision
- Hot times again tend to be times where there is less structed supervision such as when pupils are in the playground/school yard or moving classrooms

Appendix 2

St. Sylvester's Infant School - In School Management Team

Principal: Mrs. Sharon Dunne

Human Resources Manager: Teachers, SNAs, Ancillary Staff (Sanction from DES and NCSE for positions, recruitment, job-descriptions, staff deployment, contracts, induction, performance management, facilitator of work-experience programmes for student teachers, student SNAs, TY students)

Secretary to the Board of Management (termly reports to BoM, regular updates to Chairperson, governance workload as set out by BoM at meetings, every second year design and implementation of annual school calendar, design and implementation of Croke Park 36-hour programme for teachers and 54-hour programme for SNA's, implementation of all DES Circulars and Rules of National Schools)

Head of Teaching and Learning (teacher planning performance, teacher pedagogy performance, evaluation of levels of pupil attainment across the whole curriculum, curriculum management, implementation of school's Discipline Policy and Anti-Bullying Policy, monthly Assemblies, In-School Management Team Leader, teacher professional and personal support, Career Professional Development/Staff-Training co-ordinator, the overview of all school resourcing issues, (with all post-holders)

Policy Development Leader: planning, ongoing development, collation and presentation of School Plan

Financial Manager preparation and implementation of annual budgets for all school needs, overseer/executive of all school expenditure

Parent Liaison and Management (availability to all parents for formal and informal meetings, facilitation of and liaison with Parent Association, co-ordination of other projects in parental-involvement, (with post-holders) home-school communications via newsletters and website)

New Initiative and Special Event Manager (design and implementation of all initiatives and aspirations of the school, co-ordination of school's annual calendar of Special Events with the ISM Team (group parent/teacher information meetings, tree week, Road Safety week, Maths for Fun Day, Seachtain na Gaeilge, Junior Infant Induction meeting, compère school concerts / Grandparents Day, 1st Class Communion Enrolment Ceremony, Sponsor dance)

Property Manager (overseeing the proper maintenance of the building and grounds, overseeing of all cleaning and caretaking standards, Co-ordinate with the Health and Safety Officer according to Safety Statement, co-ordinator of out-of-hours use of the building, 24-hour standby for security breaches/break-ins)

Pupil Enrolment Officer (Junior Infant Enrolment pre-enrolment correspondence and database, Junior Infant Enrolment individual interviews where necessary, liaison officer with pre-schools, pupil enrolment throughout the SI to 1st class places, Section 29 appeals, DLP to HSE on all Child Protection Issues

All contact/correspondence and workload pertaining to NEPS service

All contact/correspondence and workload pertaining to NCSE / SENO service

All contact/correspondence and workload pertaining to DES needs and Inspectorate

Liaison with 'partner' and 'community' bodies (St Pats College, Hibernia College, Fingal County Council, Local Community Groups, Neighbours

Deputy Principal – Mrs. Kirby

A.   ADMINISTRATIVE:
- Deputise for Principal
- Support and Assist the Principal in the day-to-day organisation and supervision of the school
- Compose an ISM Annual Plan (September) and End of Year Report (June)
- Responsibility for Informal Assessments
- Distribution and collection of Cuntais Míosúla
- Distribute Plan Scoile yearly Schemes at the beginning and collect at the end of school year – liaise with Post Holders to ensure each area is up to date
- D.D.L.P - Deputy Designated Liaison Person
- Key Holder

B.   CURRICULAR:

School co-ordinator of Maths
- Co-ordinate, review and update Plan Scoile annually
- Distribution, care and update of relevant resources, equipment and timetables
- Co-ordinate Maths for Fun Day

C.   PASTORAL:
- Co-ordinate Group Parent Teacher meetings in September
- Co-ordinate Grandparents Day during Catholic Schools Week
- Induction and mentoring of new Staff
- Liaise with and mentor Special Need Assistants/sub-SNA's
- Oversee and collect Care Need Diaries
- Sub packs co-ordinator
- Member of the Fire Safety Team

Assistant Principal I – Mrs. Averill

A.   ADMINISTRATIVE:

- Support and Assist the Principal
- Compose an ISM Annual Plan (September) and End of Year Report (June)
- Health and Safety Officer
- Organise and carry out Fire Drill at least once a term
- Update 'Fire Safety/Prevention Inventory' document
- Be vigilant for safety of children and staff members and to ensure that all members of staff have an up to date "Health & Safety Policy" to abide by
- Responsible for informing all student teachers/work experience staff about Health & Safety Policy
- Review and update Health & Safety Policy accordingly
- Key holder

B.   CURRICULAR:
School co-ordinator of English
- Co-ordinate, review and update Plean Scoile annually
- Distribution, care and update of relevant resources, equipment & timetables
- Organise Supplementary Readers
- Organise World Book Day

School co-ordinator of Visual Arts
- Co-ordinate, review and update Plean Scoile annually
- Distribution, care and update of relevant resources, equipment & timetables

C.   PASTORAL:
- Co-ordinator of the Fire Safety Team

Assistant Principal II – Mrs. Boner

A. ADMINISTRATIVE:
- Support the Principal
- Compose an ISM Annual Plan (September) and End of Year Report (June)
- Order and distribution of School Supplies

B. CURRICULAR:

School co-ordinator of Drama
- Co-ordinate, review and update Plean Scoile annually
- Distribution, care and update of relevant resources, equipment and timetables

School co-ordinator of Music
- Co-ordinate, review and update Plean Scoile annually
- Distribution, care and update of relevant resources, equipment and timetables

School co-ordinator of Aistear
- Co-ordinate, review and update Aistear as required
- Distribution, care and update of relevant resources, equipment and timetables

C. PASTORAL:
- Co-ordinator of Christmas Concerts, School Tours, Sponsored Dance
- Shared responsibility for Religion & Assemblies

Assistant Principal II – Ms. Conlon

A.   ADMINISTRATIVE:
- Support and Assist the Principal
- Compose an ISM Annual Plan (September) and End of Year Report (June)
- Review book lists annually

B.   CURRICULAR:

School co-ordinator of Gaeilge
- Co-ordinate, review and update Plean Scoile annually
- Distribution, care and update of relevant resources, equipment and timetables
- Responsibility for Frása na Seachtaine & Seachtaine na Gaeilge

School co-ordinator of P.E.
- Co-ordinate, review and update Plean Scoile annually
- Distribution, care and update of relevant resources, equipment and timetables
- Responsibility for Sports Day

C.   PASTORAL:
- Review and up-keep of "play resources" for Junior Infants
- Co-ordinate induction meeting for parents of incoming Junior Infants
- Shared responsibility for Religion & Assemblies

Assistant Principal II – Mr. Kane

A.   ADMINISTRATIVE:
- Support and Assist the Principal
- Compose an ISM Annual Plan (September) and End of Year Report (June)
- Co-ordinate SET timetables
- Co-ordinate I.T. Resources and DLF
- Co-ordinate Road & Fire Safety Week

B.   CURRICULAR:
School co-ordinator of SESE and SPHE
- Co-ordinate, review and update Plean Scoile annually
- Distribution, care and update of relevant resources, equipment and timetables

C.   PASTORAL:
- Co-ordinator of Halloween and Easter Treasure Hunts
- Organise Yard Supervision Rota and First Aid boxes

Appendix 3

Bullying Behaviours

General behaviours which apply to all types of bullying	• Harassment based on any of the nine grounds in the equality legislation e.g., sexual harassment, homophobic bullying, racist bullying etc. • Physical aggression • Damage to property • Name calling • Slagging • The production, display or circulation of written words, pictures or other materials aimed at intimidating another person • Offensive graffiti • Extortion • Intimidation • Insulting or offensive gestures • The "look" • Invasion of personal space • A combination of any of the types listed.
Cyber	• **Denigration**: Spreading rumours, lies or gossip to hurt a person's reputation • **Harassment**: Continually sending vicious, mean or disturbing messages to an individual • **Impersonation**: Posting offensive or aggressive messages under another person's name • **Flaming**: Using inflammatory or vulgar words to provoke an online fight • **Trickery**: Fooling someone into sharing personal information which you then post 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/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
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 • "Bitching" • Spreading rumours • Breaking confidence • Talking loud enough so that the victim can hear • The "look" • 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

Appendix 4

Template for Recording Bullying Behaviour

Name of pupil being bullied and class group

Name _____
Class _____

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

_____
_____
_____

Source of bullying concern. (tick as relevant)   **Location** of incidents (tick as relevant).

Pupil concerned		Playground	
Other pupil		Classroom	
Teacher		Corridor	
Other		Toilets	

Name of person(s) who reported the bullying concern

_____

Type of Bullying Behaviour (tick as relevant)

Physical Aggression		Cyber-bullying	
Damage to Property		Intimidation	
Isolation/Exclusion		Malicious gossip	
Name Calling		Other (specify)	

Where behaviour is regarded as identity-based bullying, indicate the relevant category:
Homophobic _____   Disability/SEN Related _____   Racist _____
Membership of the Travelling community _____   Other _____

Brief description of bullying behaviour and its impact

_____
_____
_____

Details of actions taken

_____
_____
_____
Signed: _____ (relevant teacher)
Date: _____
Date submitted to Principal/ Deputy Principal: _____

Appendix 5
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 _____ Date _____
Chairperson, Board of Management

Signed _____ Date _____
Principal

Appendix 6
Template for Reporting Bullying Behaviour to Board of Management

Name of pupil being bullied and class group

Name_____   Class _____

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

_____
_____
_____
_____

Source of bullying concern. (tick as relevant)   **Location** of incidents (tick as relevant).

Pupil concerned		Playground	
Other pupil		Classroom	
Teacher		Corridor	
Other		Toilets	

Name of person(s) who reported the bullying concern

_____

Type of Bullying Behaviour (tick as relevant)

Physical Aggression		Cyber-bullying	
Damage to Property		Intimidation	
Isolation/Exclusion		Malicious gossip	
Name Calling		Other (specify)	

Where behaviour is regarded as identity-based bullying, indicate the relevant category:
Homophobic _____   Disability/SEN Related _____   Racist _____
Membership of the Travelling community _____   Other _____

Brief description of bullying behaviour and its impact

_____
_____
_____

Details of actions taken

_____
_____

Signature: _____
Chairperson, Board of Management.   Date:_____

Appendix 7
Notification regarding the Board of Management's
Annual Review of the Anti-Bullying Policy.

To: _____

The Board of Management of St. Sylvester's Infant School 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*, which is incorporated into Appendix 5 of the school's policy.

Signed _____ Date _____
Principal

Signed _____ Date _____
Chairperson, Board of Management

Tús maith, leath na h-oibre

Summary of our Anti-Bullying Policy 2022

Introduction

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. Sylvester's I.S. has **adopted the following Anti-Bullying Policy** within the framework of the school's overall code of behaviour. This policy fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools which were published in **September 2013.**

1. What does Bullying mean to the Community?
- Bullying is unwanted negative behaviour, verbal, psychological or physical conduct, by an individual or group against another person (or persons) and which is repeated over time.
- Isolated or **once-off incidents** of intentional negative behaviour, including a once-off offensive comment, using hurtful words or an isolated push, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's code of behaviour
- A whole community approach to the problem of bullying is required to have a shared understanding of what constitutes bullying behaviour as defined in this policy (Section 4 Anti-Bullying Procedures for Primary & Post Primary Schools circular 0045/2013).

2. Who is in charge of its implementation?
- The BoM has overall responsibility to ensure that this policy is effective, sustainable and measured. The BoM must ensure that accountability is of the highest standard

and frequently appraise the outcomes of the strategies and measures contained within the policy.

- The principal as agent to the BOM oversees its immediate implementation.

3. What is our role as a staff in implementing the Anti-Bullying Policy?

- The Principal of St. Sylvester's I.S. as key leader strongly influences attitudes and sets standards in relation to dealing with bullying
- The ISM Team have a clear role to act in a leadership capacity within the school community, stimulating a whole school approach to preventing and tackling bullying – and modelling best practice
- Teachers must act as good role models and not misuse authority, but be fair, clear and consistent in their disciplinary measures
- SNA's & Ancillary Staff should act as good role models and not misuse their roles.

4. Name some types of Bullying Behaviour: (Appendix 3)

- Deliberate exclusion, malicious gossip and other forms of relational bullying
- Cyber-bullying
- 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

5. Do schools have a Role to Play when Bullying occurs Outside of the School?

- Where bullying outside of the school occurs and negatively impacts on a school, parents and pupils have a responsibility to support the school in helping to address the issue. This applies particularly (but not exclusively) to cyber bullying.
- The assistance of Gardaí, Tusla and Community Workers may be required in some cases

6. What Supports are Provided by the school for Staff?

- Regular discussions and review of policy and procedures at staff meetings and Croke Park days take place

7. What should staff do if a Bullying Incident is Disclosed to or is noticed by them?

- Record, Investigate, Follow-up & Report it using Appendix 4 of the Anti-Bullying Policy

8. What are some Signs of Bullying?

- A change in behaviour, such as suffering a lack of concentration and/or becoming withdrawn, excessively clingy, depressed, fearful, emotionally up and down

- Afraid and anxious when going to or coming from school
- Happy at the weekend but not during the week. A drop in performance in school
- Physical signs such as stomach aches, headaches, sleep difficulties, bedwetting, bruising
- Unexplained bruises
- School performance steadily getting worse
- Being generally nervous, tense, unhappy
- Not explaining suspicious incidents
- Signs of being isolated from others of the same age
- Signs of regular interference with personal property, books etc.
- Frequently asking for (or perhaps stealing) money

9. What should parents do if they think their child is being bullied?
- Speak to an appropriate teacher as soon as possible
- Take notes to make sure parents don't forget to mention any important points
- Ask for a copy of the school's Anti-Bully Policy
- If parents are not happy with the teacher's response, make an appointment to see the Principal
- If parents still feel dissatisfied having talked to the Principal, contact the Board of Management who are there to represent parents interests
- Keep copies of all letters sent and received

10. What are the Impacts of Bullying Behaviour?
- Pupils may develop feelings of insecurity, humiliation and extreme anxiety and thus may become more vulnerable.
- Self-confidence may be damaged with a consequent lowering of self-esteem.
- Extreme cases of bullying may result in suicide.

11. What intervention strategies do the school use for dealing with cases of bullying behaviour?

Formal Programmes

Formal Programme used to develop an awareness of Bullying Behaviour in Our School include:

- SPHE Curriculum
- Stay Safe Programme
- School Code of behaviour
- Assembly
- School rules
- Circle Time
- Class Discussions

- Relationship and Sexuality Programme
- 'Parenting Positively, Coping with Bullying' publication on Bernardo's website

Other Strategies

- Positive reinforcement by teachers in classroom setting (Golden Time, Stickers etc)
- Modelling of respectful behaviour and language by teachers and staff
- Rewarding incidents of good and improved behaviour and showing acts of kindness at class level and whole-school through class awards and Principal award stickers
- Encourage pupils to look out for each other and be responsible for their own behaviour
- All teachers are required to be vigilant on yard duty and to record all incidences and monitor repeat offenders
- Immediate affirmation of children who report incidents of bullying which they have witnessed

12. Where can Staff/Parents Access Books Regarding Bullying?
- In the Staffroom :
  - Anti-Bullying Procedures for Primary and Post-Primary Schools, September 2013
  - Guidelines on Countering Bullying Behaviour in Primary and Post Primary
  - Schools September 1992- Department of Education and Science
  - Bullying: A Teacher's Resource Pack
  - Stop Bullying "Kidscape"
  - Bullying: Resource Guide: Vivette O'Donnell
  - Coping with Bullying in Schools: Brendan Byrne
  - Self Esteem: The Key to your child's Education
  - Bullying: A Community approach- Brendan Byrne
  - Help your child be confident
  - No more Bullying: Rosemary Stone

13. What are the Formal Procedures to Investigate and Deal with Bullying?

Stage One

- Report immediately to the Principal and the relevant teacher must record the incident using the recording form in **Appendix 4.**
- **Refer to the Anti-Bullying Policy**
- **Record using template C, if** teachers considers that the bullying behaviour has not been adequately and appropriately addressed within **20** school days after he/she has determined that bullying behaviour has occurred
- The teacher must retain the completed form and forward a copy to the Principal without delay.

Stage Two

The Principal will arrange to meet with the parents of the pupil who is seen to be bullying and separately with the parents of the victim of bullying.

Stage Three

A programme of appropriate sanctions will be implemented by the Principal in consultation with the parents and the BOM and in line with those detailed in the school Code of Behaviour.

14. What Sanctions do we use?

Response to misbehaviour can take place on various levels of intervention and may involve the use of one or a combination of the following:

1. Reasoning with pupil

2. Behavioural contract

3. Reprimand

4. Separation (within the classroom or in the play area)

5. Loss of privileges (i.e., golden-time/teacher's reward system)

6. Detention during lunchtime

7. Referral to Principal (The Principal will record all such referrals), with the possibility of leading to other referrals e.g., National Educational Psychological Support Service

8. Referral to Parents (Parents will be requested to meet the Teacher/Principal to discuss the matter)

9. In cases of continuous disruptive misbehaviour parents will be requested to meet with the Chairperson of the BoM

10. Suspension

11. Expulsion

15. When is the Board of Management informed of any Incidences of Bullying?

- The Principal provides a report to the BoM at least once a term, setting out the overall number of bullying cases reported (see template in Appendix 5 Template for Recording Bullying Behaviour to Board of Management)
- The Anti-Bullying Policy is reviewed annually using Appendix 6a Template for Anti-Bullying Policy and 6b Checklist for Annual Review of the Anti-Bullying Policy and its Implementation

16. What Steps are implemented if a bullying Incident is reported of a Teacher/SNA to a Pupil?

- A complaint should be raised with the Teacher/SNA in question by the parent/guardian of the pupil if possible and then, if necessary, referred to the Principal.

Support for Pupils Affected by Bullying

- A meeting with the parents of the victim of bullying is arranged with the purpose of addressing emotional needs and devising strategies for the pupil to deal with the bullying.
- After the initial incidence of bullying has been managed, the relevant teachers will check with the pupil on a regular basis that no further difficulties have arisen
- Pupils will be encouraged to participate in activities designed to raise their self-esteem, and to develop their friendship/social skills. These include Stay Safe, Walk Tall, Circle-Time and RSE activities
- Pupils who observe incidents of bullying behaviour are strongly encouraged to report them. This encourages those pupils being bullied and who may otherwise be reluctant to report it themselves and it also provides the relevant teacher with more information on what has occurred.

Appendix 4

Template for Recording Bullying Behaviour

Name of pupil being bullied and class group

Name _____.   Class _____

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

_____
_____
_____
_____

Source of bullying concern. (tick as relevant)   Location of incidents (tick as relevant).

Pupil concerned		Playground	
Other pupil		Classroom	
Teacher		Corridor	
Other		Toilets	

Name of person(s) who reported the bullying concern

_____

Type of Bullying Behaviour (tick as relevant)

Physical Aggression		Cyber-bullying	
Damage to Property		Intimidation	
Isolation/Exclusion		Malicious gossip	
Name Calling		Other (specify)	

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

Homophobic _____   Disability/SEN Related _____   Racist _____

Membership of the Travelling community _____   Other _____

Brief description of bullying behaviour and its impact

_____
_____
_____
_____

Details of actions taken

_____
_____
_____
_____

Signed: _____ (relevant teacher)

Date: _____

Date submitted to Principal/ Deputy Principal: _____