

## St. Patrick's N.S., Stackallen

### 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. Patrick's N.S., Stackallen 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 positive school culture and climate which-

1. Is welcoming of difference and diversity and is based on inclusivity;
2. Encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and

3. Promotes respectful relationships across the school community;

- Effective leadership;
- A school-wide approach;
- A shared understanding of what bullying is and its impact;
- Implementation of education and prevention strategies (including awareness raising measures) that-

1. Build empathy, respect and resilience in pupils; and

2. Explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.

- Effective supervision and monitoring of pupils;
- Supports for staff;
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
- On-going evaluation of the effectiveness of the anti-bullying policy.

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

Bullying is unwanted negative behaviour, verbal, psychological or physical conducted, by an individual or group against another person (or persons) and which is repeated over time.

The following types of bullying behaviour are included in the definition of bullying:

- deliberate exclusion, malicious gossip and other forms of relational bullying,
- cyber-bullying and
- identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.

Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's code of behaviour.

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

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

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) 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*):**

Class Teacher of pupil accused of/being bullied

Rebekah Rafferty School Principal

Ashling Burke Deputy Principal

**The education and prevention strategies (including strategies specifically aimed at cyber- bullying and identity-based bullying including in particular, homophobic and transphobic bullying) that will be used by the school are as follows (see Section 6.5 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):**

During the year each class undertakes SPHE lessons on the themes of personal safety, anti-bullying and friendship using the Stay Safe, Walk Tall and RSE programmes.

**5. The school's procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows (see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):**

1. All reports of bullying, no matter how trivial, are noted, investigated and dealt with by teachers. In that way pupils will gain confidence in "telling". We in St. Patrick's N.S., Stackallen consider this confidence factor is of vital importance. Serious cases of bullying behaviour by pupils are referred immediately to the Principal or Deputy Principal. All incidents of bullying or suspected bullying are noted and a copy is given to the Principal to put on file. This is kept for a period of five years.
2. Parents or guardians of victims and bullies are informed by the Principal or Deputy Principal earlier rather than later of incidents so that they are given the opportunity of discussing the matter. They are then in a position to help and support their children before a crisis occurs.
3. Parents / Guardians can make enquiries regarding incidents of bullying which they might suspect or that have come to their attention through their children or other parents/guardians to the class teacher, Deputy Principal or Principal. We in St. Patrick's N.S., Stackallen make clear to all pupils that when they report incidents of bullying they are not telling tales but are behaving responsibly.
4. Individual teachers record and take appropriate measures regarding reports of bullying behaviour in accordance with the school's policy and code of behaviour and discipline.
5. The offending party will be deemed to have breached the school's Code of Conduct and sanctions will be applied from level 4.
6. The non-teaching staff such as secretaries, caretakers, cleaners are encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the appropriate teaching member of staff.
7. Parents will be made aware of this behaviour and requested to come and discuss it with the teacher/principal with a view to resolving the problem.
8. The situation will continue to be monitored to ensure that the problem has been resolved.
9. In the case of a complaint regarding a staff member, this should normally in the first instance be raised with staff member in question and if necessary, with the principal.
10. Where cases, relating to either pupil or a teacher remain unresolved at school level, the matter should be referred to the school's Board of Management. If it is not resolved at Board level the matter may be referred to the Department of Education.

**6. The school's programme of support for working with pupils affected by bullying is as follows (see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*) :**

Pupils who have been bullied and who have bullied

Class teachers and those on yard or other areas of supervision will monitor pupils' progress on an ongoing basis.

If required, Learning Support staff will facilitate opportunities to participate in activities such as friendship groups, social skills groups, or other practical projects to raise self esteem and confidence.

Parents will also be informed of ongoing monitoring in school by school staff and will be asked for feedback from home.

The education and prevention strategies (including strategies specifically aimed at cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying) that will be used by the school are:

- The Stay Safe Programme
- SPHE
- RSE Programme
- Walk Tall Programme
- Circle of Friends (NEPs programme)
- Posters and books addressing cyber-bullying displayed around the school

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:

- The Stay Safe Programme
- SPHE
- RSE Programme
- Walk Tall Programme

The school will also work with the alleged bullies and their victims in revising the programmes above, and with one-to-one support in resolving the issues raised.

The school's programme of support for working with pupils affected by bullying involves discussing the incidents with the pupils, reassuring them that they were right to bring the events to the attention of staff, that they were not telling tales and their actions will help others, they will be reminded that they should tell again if they have any new concerns. The teacher(s) involved and the principal will check from time to time with the child that everything is ok.

## **7. 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.

## **8. Prevention of Harassment**

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

9. This policy was adopted by the Board of Management on \_\_\_\_\_ .
10. This policy has been made available to school personnel, published on the school website and readily accessible to parents and pupils on request. A copy of this policy will be made available to the Department and the patron if requested.
11. This policy and its implementation will be reviewed by the BOM once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website and readily accessible to parents and pupils on request. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: \_\_\_\_\_  
(Chairperson of Board of Management)

Signed: \_\_\_\_\_  
(Principal)

Date: \_\_\_\_\_

Date: \_\_\_\_\_

## **Anti-Bullying Policy Annual Review**

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

Yes /No

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|---|--|
| Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the <i>Anti-Bullying Procedures for Primary and Post-Primary Schools</i> ?                            |  |
| Has the Board published the policy on the school website or made it readily available to parents/ guardians?  |  |
| Has the Board ensured that the policy has been made available to school staff (including new staff)?  |  |
| Is the Board satisfied that school staff is 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 \_\_\_\_\_

### **St. Patrick's N.S.**

### **Bullying Behaviour Record Sheet**

**1. Name of pupil being bullied and class group**

Name \_\_\_\_\_ Class \_\_\_\_\_

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

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**Notification re 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 \_\_\_\_\_  
Chairperson, Board of Management

Date \_\_\_\_\_

Signed \_\_\_\_\_  
Principal

Date \_\_\_\_\_