Anti-Bullying Policy – St. Brigid's National School, Ballysax

The school community of St. Brigid's N.S, Ballysax, believes that each pupil has a right to an education free from fear and intimidation.

The immediate priority, should a bullying incident occur, is ending the bullying, (*thereby protecting the person(s) being targeted*) and resolving the issues and restoring the relationships involved insofar as is practicable.

All pupils are expected to contribute to the creation and maintenance of a safe environment in the school. On becoming aware of any bullying situation involving members of the school community they should notify a trusted responsible adult. Bullying behaviour is too serious not to report.

Pupils' participation in school life in general is encouraged through existing school structures. Awareness of bullying, and willingness to take action to prevent or stop it, is part of this participation.

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. Brigid's N.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.

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 -
     - ❖ 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;
   - 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-
     - ❖ 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;

   - 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.

(See Appendix A : Practical tips for building a positive school culture and climate.)

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.

Examples of bullying behaviours – the following is a non exhaustive list

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 - Abusive email - Abusive communication on social networks e.g. Facebook/Ask.fm/ Twitter/YouTube/TikTok/Snapchat/Instagram etc 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 - Spreading rumours - Breaking confidence - Talking loud enough so that the victim can hear - The "look"
Sexual	- Unwelcome or inappropriate sexual comments or touching - Harassment

Special Educational Needs, Disability	- Name calling - Taunting others because of their disability or learning needs - Taking advantage of some pupils' vulnerabilities and limited capacity to recognise and defend themselves against bullying - Taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and social cues. - Mimicking a person's disability - Setting others up for ridicule

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

The Relevant Teachers in this school are:

❖ **Class Teachers**

❖ **Principal**

❖ **Deputy Principal**

❖ **Assistant Principals II**

Any teacher may act as a relevant teacher if circumstances warrant it.

5. The education and prevention strategies (including strategies specifically aimed at cyber-bullying, homophobic and transphobic bullying) that will be used by the school are as follows

Education and prevention strategies

School-wide approach
- A school-wide approach to the fostering of respect for all members of the school community.
- The promotion of the value of diversity to address issues of prejudice and stereotyping, and highlight the unacceptability of bullying behaviour.
- The fostering and enhancing of the self-esteem of all our pupils through both curricular and extracurricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.
- Staff professional development on bullying to ensure that all staff 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, parent(s)/guardian(s).
- Supervision and monitoring of classrooms, corridors, school grounds, school tours and extra-curricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers. Supervision will also apply to monitoring student use of communication technology within the school.
- Involvement of the students in contributing to a safe school environment e.g. Buddy system, mentoring, Yard Buddies and other student support activities that can help to support pupils and encourage a culture of peer respect and support.
- Development and promotion of an Anti-Bullying code for the school, which includes the St Brigid's NS, Ballysax School Rules, which will be displayed in common areas of the school.

- The school's anti-bullying policy is discussed with pupils and is made available to all parent(s)/guardian(s) as part of the Code of Behaviour of the school (every year).
- The implementation of whole school awareness measures
- Encourage a culture of telling, with particular emphasis on the importance of bystanders. In that way pupils will gain confidence in 'telling'. This confidence factor is of vital importance. It should be made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly.
- Ensuring that pupils know who to tell and how to tell, e.g.:
    - Direct approach to a teacher at an appropriate time, for example after class.
    - Note to teacher.
    - Comment Box
    - Get a parent(s)/guardian(s) or friend to tell on your behalf.
    - Administer a confidential questionnaire to pupils as required.
    - Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- Encourage parent(s)/guardian(s) to make an appointment to approach the school if they suspect that their child is being bullied.
- The listing of supports currently being used in the school and the identification of other supports available to the school, which may include Stay Safe, Webwise - Internet Safety, Anti Bullying Programme, Walk Tall.
- The full implementation of the SPHE curriculum and the RSE and Stay Safe Programmes.
- The promotion of Continuous Professional Development for staff in delivering these programmes.
- Delivery of the Garda SPHE Programmes at primary level. These lessons, delivered by Community Gardai, cover issues around personal safety and cyber-bullying
- The school will specifically consider the additional needs of SEN pupils with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately.

Links to other policies practices and activities that are particularly relevant to bullying(remembering that most recent policies are current practice)

- Code of Behaviour, Child Safeguarding Policy, Supervision of pupils, Acceptable Use policy, Attendance Policy.

Mobile Phones/iPods/ IPads/Smartwatches and similar devices

- ❖ Personal Mobile phones, iPods, iPads and other similar devices are **not** allowed in St. Brigid's N.S. unless exceptional circumstances exist, in which case a note is required from parent/guardian and device must be handed up to teacher and will be returned at 3pm. Under no circumstances should these devices be kept in school bags/coats etc during a school day. The school accepts no responsibility for loss/damage/theft of devices.

- ❖ Smartwatches or similar devices which can receive messages, play computer games, take photographs or videos are not permitted to be worn by students or to be brought to school.

- ❖ Devices such as those named above are not permitted to be brought by students on school trips or to school related activities.

6.   Procedures for Investigating and Dealing with Bullying

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

The school's procedures must be consistent with the following approach.
Every effort will be made to ensure that all involved (including pupils, parent(s)/guardian(s)) understand this approach from the outset.

Reporting bullying behaviour

- Any pupil or parent(s)/guardian(s) may bring a bullying incident to a relevant teacher or to the principal in the school.
- All reports will be investigated and dealt with by the relevant teacher(s)/Principal/Deputy Principal/Assistant Principals.
- Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs), caretaker, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher;

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

- In investigating and dealing with bullying, the (relevant)teacher will exercise his/her professional judgement to determine whether bullying has occurred 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 may be interviewed individually at first. Thereafter, all those involved may be met as a group. At a group meeting, each member may 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 to discuss ways in which they can reinforce or support the actions being taken by the school and the supports provided to the pupils;

- Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to him/her how he/she is in breach of the school's anti-bullying policy and efforts should be made to try to get him/her to see the situation from the perspective of the pupil being bullied;
- It must also be made clear to all involved (each set of pupils and parent(s)/guardian(s)) that in any situation where disciplinary sanctions, as per Code of Behaviour, are required, this is a private matter between the pupil being disciplined, his or her parent(s)/guardian(s) and the school.
- In all cases the relevant teacher will be supported by the Principal and/or Deputy principal/Assistant principals

Follow up and recording

- In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of his/her professional judgement, take the following factors into account:
  - Whether the bullying behaviour has ceased;
  - Whether any issues between the parties have been resolved as far as is practicable;
  - Whether the relationships between the parties have been restored as far as is practicable;
  - Any feedback received from the parties involved, their parent(s)/guardian(s)s or the school Principal or Deputy Principal
- Where a parent(s)/guardian(s) is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent(s)/guardian(s) must be referred, as appropriate, to the school's complaints procedures.
- In the event that a parent(s)/guardian(s) has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parent(s)/guardian(s) of their right to make a complaint to the Ombudsman for Children.

Recording of bullying behaviour

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

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

Informal- pre-determination that bullying has occurred
- All staff must keep a written record of any incidents witnessed by them or notified to them. Records will be kept in the child's class file.
- While all reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher must keep a written record of the reports, the actions taken and any discussions with those involved regarding same
- The relevant teacher must inform the principal of all incidents being investigated.

Formal Stage - determination that bullying has occurred
- If it is established by the relevant teacher that bullying has occurred, the relevant teacher must keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.
- The relevant teacher will use the recording template at **Appendix B** to record the bullying behaviour and this will be reviewed within 20 school days. When the recording template is used, it will be retained by the relevant teacher in the child's file.

Intervention strategies may include:

- Teacher interviews with all pupils
- Negotiating agreements between pupils and following these up by monitoring progress. This can be on an informal basis or implemented through a more structured mediation process
- Working with parent(s)/guardian(s)s to support school interventions
- No Blame Approach
- Circle Time
- Restorative interviews
- Restorative conferencing
- Implementing questionnaires

7. The school's programme of support for working with pupils affected by bullying is as follows
- All in-school supports and opportunities will be provided for the pupils affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience e.g.
  - Pastoral care system
  - Buddy / Peer mentoring system
  - Group work such as circle time
- If pupils require counselling or further support the school will endeavour to liaise with the appropriate agencies to organise same. This may be for the pupil affected by bullying or involved in the bullying behaviour.

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

8. Supervision and Monitoring of Pupils
The Board of Management confirms that appropriate supervision and monitoring policies and Practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible. School policies, practices and activities that are particularly relevant to bullying are

Code of Behaviour
Child Safeguarding Policy
Supervision of pupils
Acceptable Use policy [AUP]
Complaints Policy
Attendance,
School Tours/Excursions Policy

References:
Anti-Bullying Procedures for Primary and Post-Primary Schools
www.antibullyingcampaign.ie- free classroom resources -exercise sheets and videos for class use
School Programmes - Stay Safe / Walk tall / RSE /Making the Links

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 reviewed and adopted by the Board of Management on ___19/03/2024___ [date].

11. This policy has been made available to school personnel, published on the school website and provided to the Parent Teacher 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, published on the school website and provided to the Parent Teacher Association. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Appendix C: Review Template

Appendix D: Template of Cover note of review

Signed: _____ Signed: _____
(Chairperson of Board of Management) (Principal)

Date: __22/3/2024__ Date: __29/03/2024__

Date of next review: __March 2025__

Appendix A: Practical tips for building a positive school culture and climate (*The following are some practical tips for actions that will be promoted to help build a positive school culture and climate and to help prevent and tackle bullying behaviour.*)

✓ Model respectful behaviour to all members of the school community at all times.

✓ Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.

✓ Display key respect messages in classrooms, in assembly areas and around the school. Involve pupils in the development of these messages.

✓ Catch them being good - notice and acknowledge desired respectful behaviour by providing positive attention.

✓ Consistently tackle the use of discriminatory and derogatory language in the school – this includes homophobic and racist language and language that is belittling of pupils with a disability or SEN.

✓ Give constructive feedback to pupils when respectful behaviour and respectful language are ignored.

✓ Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.

✓ Explicitly teach pupils about the appropriate use of social media.

✓ Positively encourage pupils to comply with the school rules on mobile phone and internet use.

✓ Follow up and follow through with pupils who ignore the rules.

✓ Actively involve parents and/or the Parent Teacher Association in awareness raising campaigns around social media.

✓ Actively promote the right of every member of the school community to be safe and secure in school.

✓ Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas.

✓ All staff can actively watch out for signs of bullying behaviour.

✓ Ensure there is adequate playground/school yard/outdoor supervision.

✓ School staff can get pupils to help them to identify bullying "hot spots" and "hot times" for bullying in the school.

- o Hot spots tend to be in the playground/school yard/outdoor areas, corridors and other areas of unstructured supervision.

- o Hot times again tend to be times where there is less structured supervision such as when pupils are in the playground/school yard or moving classrooms.

Appendix B: RECORD OF BULLYING BEHAVIOUR

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

Name _____ Class _____

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

3. Source of bullying concern/report (tick relevant box(es))*

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

Pupil concerned			Playground	
Other Pupil			Classroom	
Parent			Corridor	
Teacher			Toilets	
Other			School Bus	
			Other	

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

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

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

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

Homophebic	Disability/SEN related	Racist	Membership of Traveller Community	Other (specify)

8. Brief Description of bullying behaviour and its impact

9. Details of actions taken

Signed _____ (Relevant Teacher)   Date _____

Date submitted to Principal/Deputy Principal _____

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

Appendix C: 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 it 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?*	Yes
Has the Board published the policy on the school website and provided a copy to the parents' association?	yes
Has the Board ensured that the policy has been made available to school staff (including new staff)?	yes
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?	yes
Has the Board ensured that the policy has been adequately communicated to all pupils?	yes
Has the policy documented the prevention and education strategies that the school applies?	yes
Have all of the prevention and education strategies been implemented?	yes
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	yes
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	yes
Has the Board received and minuted the periodic summary reports of the Principal?	yes
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?	yes
Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	no
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	no
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	no
Has the data available from cases reported to the Principal (by the bullying recording template) been analysed to identify any issues, trends or patterns in bullying behaviour?	yes
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	no
Has the Board put in place an action plan to address any areas for improvement?	N/A

Signed: _S̶h̶a̶u̶n̶ ̶F̶l̶e̶m̶i̶n̶g̶_ Date: 22/03/2024
Chairperson, Board of Management

Signed: _Esther Reddy_ Date: 19/03/2024
Principal

Appendix D: Notification regarding the Board of Management's annual review of the anti-bullying policy

To: _____

The Board of Management of St Brigid's NS, Ballysax 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 March 20th 2024.

- 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: _Shem Fleming_   Date: _22|03|2024_
Chairperson, Board of Management

Signed: _Esther Reddy_   Date: _19/05/2024_
Principal