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 Donaghpatrick 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) A positive school culture and climate which

- is welcoming of difference and diversity and is based on inclusivity;

- encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and

- promotes respectful relationships across the school community;

(b) Effective leadership
(c) A school-wide approach
 (d) A shared understanding of what bullying is and its impact
(e) Implementation of education and prevention strategies (including awareness raising measures) that-
- build empathy, respect and resilience in pupils; and

- explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying;

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

3. In accordance with the *Anti-Bullying Procedures for Primary and Post-Primary Schools* bullying is defined as follows:
"Bullying is unwanted negative behaviour, verbal, psychological or physical conducted, by an individual or group against another person (or persons) and which is repeated over time."

The following types of bullying behaviour are included in the definition of bullying:
- deliberate exclusion, malicious gossip and other forms of relational bullying,

- cyber-bullying and

- identity-based bullying such as homophobic bullying, racist bullying, bullying   based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.

Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and 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 teachers for investigating and dealing with bullying are as follows:

All teachers at Donaghpatrick N.S.

("At primary level, the relevant teacher will normally be the class teacher." Anti-Bullying Procedures for Primary and Post-Primary Schools 6.8.3).

5. The education and prevention strategies (including strategies specifically aimed at cyber-bullying, homophobic and transphobic bullying) that will be used by Donaghpatrick N.S. are as follows:
Education and Prevention Strategies:
- A school-wide approach to the fostering of respect for all members of the school community.

- To 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.

- Whole staff professional development on bullying to ensure that all staff develops an awareness of what bullying is, how it impacts on pupils' lives and the need to respond to it-prevention and intervention.

- Supervision and monitoring of classrooms, corridors, school grounds, school tours and extra- curricular activities. Non-teaching and ancillary staff are encouraged to be vigilant and report issues to relevant teachers. Supervision will also apply to monitoring student use of communication technology within the school.

- The school's anti-bullying policy is discussed with pupils and all parent(s)/guardian(s) of newly enrolled children are given a copy as part of the Code of Behaviour of the school.

- 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 is made clear to all pupils

that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly.

- Ensuring that pupils know who to tell and how to tell, e.g.:

▪ Direct approach to teacher at an appropriate time, for example after class.

▪ Get a parent(s)/guardian(s) or friend to tell on your behalf.

▪ Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.

- The full implementation of the SPHE curriculum and the RSE and Stay Safe Programmes. School wide delivery of lessons on bullying from evidence based programmes, e.g. Stay Safe Programme and The Walk Tall Programme. Five awareness-raising exercises per school year for each class group from The Stay Safe programme and/or the Anti-Bullying Campaign via its website.

  - 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.

- The school staff and parents/guardians are made aware of the nature of bullying and the signs that might indicate that a pupil is being bullied. They are encouraged to be vigilant in watching out for signs of bullying and to report any suspicion of bullying they may have to the "Relevant Teacher" (in the case of staff members) or the Principal/Deputy Principal (in the case of parents/guardians).

  - Parents are encouraged to attend nationally organised public talks given by outside agencies.

6. The school's procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by Donaghpatrick N.S. for dealing with cases of bullying behaviour are as follows:

A. Reporting bullying behaviour

- Any pupil or parent(s)/guardian(s) may bring a bullying incident to any teacher in the school, following proper protocol regarding suitable time to meet e.g. an appointment.

- All reports, including anonymous reports of bullying, will be investigated and dealt with by the relevant teacher.

- Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher.

B. Investigating and dealing with incidents:

- In investigating and dealing with bullying, the (relevant)teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved;

- Parent(s)/guardian(s) and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible;

- Teachers will take a calm, unemotional problem-solving approach;

- Where possible incidents will be investigated outside the classroom situation to ensure the privacy of all involved;

- The relevant teacher can interview child/ren individually or as a group, as appropriate;

- All interviews will 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 will seek answers to questions of **what, where, when, who** and **why**. This will be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner. 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:

o Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it will be made clear to him/her how he/she is in breach of the school's anti-bullying policy and efforts will be made to try to get him/her to see the situation from the perspective of the pupil being bullied;

o The 'Relevant Teacher' does not apportion blame but rather treats bullying behaviour as a "mistake" that can and must be remedied. S/he emphasises that the intention is not to punish perpetrators but to talk to them, to explain how harmful and hurtful bullying is and to seek a promise that it will stop. If that promise is forthcoming and is honoured there will be no penalty and that will be the end of the matter. Pupils who report bullying therefore are not getting others "in trouble" so much as enabling them to get out of trouble into which they may ultimately get if the bullying continued.

o The bully is asked to sign a binding promise that they will treat all pupils fairly, equally and respectfully including the targeted pupil(s)

o If a pupil has signed such a promise but then chooses to break that promise and continue the bullying behaviour, this can then no longer be considered a "mistake." In this event parent(s)/guardian(s) will be informed and requested to countersign their daughter/son's promise. Breach of this additional promise by further bullying behaviour is regarded as a very grave matter and a serious sanction may be imposed by the school authorities (See sanctions below).

o It will 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;

C. **Follow up:**

- 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;

- In cases where he/she considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour occurred the relevant teacher must use the recording template at Appendix 3

- 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. (*Anti-Bullying Procedures for Primary and Post-Primary Schools 6.8.13*)

- Where a parent(s)/guardian(s) is not satisfied that Donaghpatrick N.S. has dealt with a bullying case in accordance with these procedures, the parent(s)/guardian(s) will 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.

D. **Recording of bullying behaviour:**

➢ All staff will keep a written record of any incidents witnessed by them or notified to them.

➢ All incidents will be reported to the relevant teacher.

➢ All incidents will be logged in our Incident Report Book.

➢ Our Incident Report Book is stored in a locked filing cabinet in the staff room.

➢ The Incident Report Book is accessible to all teaching staff.

➢ Each report will include the incident, actions taken and discussions with those involved.

➢ The Incident Report Book and Appendix/Appendices, recording behaviour, will be retained for 10 years after the child leaves 6th class or reaches the age of 21, whichever comes first.

➢ At least once in every school term the Principal, if applicable will provide a report to the Board of Management (*Anti-Bullying Procedures for Primary and Post-Primary Schools 7.1*)

E. **Sanctions:**

Where a pupil has been found to be engaged in bullying behaviour, has formally promised to stop and has broken that promise, any of the following sanctions may be imposed:

- S/he may be required to sign another promise, this time countersigned by a parent/guardian;

- Parent(s)/guardian(s) may be contacted by the 'Relevant Teacher' and informed of the nature and extent of the bullying behaviour with a view to agreeing a strategy whereby a promise to end the bullying behaviour would be honoured;

- Sanctions may be imposed in line with the Donaghpatrick N.S.'s Code of Behaviour Policy;

- Parent(s)/guardian(s) may be invited to a meeting with the 'Relevant Teacher' and the Principal and the pupil may be suspended from school.

- The case may be referred to the Board of Management and the pupil may be expelled from the school.

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

- Bullied pupils:

❖ Ending the bullying behaviour,

❖ Changing the school culture to foster more respect for bullied pupils and all pupils,

❖ Changing the school culture to foster greater empathy towards and support for bullied pupils,

❖ Indicating clearly that the bullying is not the fault of the targeted pupil through the anti-bullying programme,

❖ Indicating clearly that the bullying is not the fault of the targeted pupil through the speedy identification of those responsible and speedy resolution of bullying situations,

❖ Helping bullied pupils raise their self-esteem by encouraging them to become involved in activities that help develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school).

❖ A "buddy system" in the school incorporated between Infants (Junior & Senior Infants) and 5th & 6th classes.

- Bullying pupils:

❖ In dealing with bullying behaviour seeking resolution and offering a fresh start with a "clean sheet" and no blame in return for keeping a promise to reform,

❖ Making it clear that bullying pupils who reform are doing the right and honourable thing and giving them praise for this,

- ❖ Helping those who need to raise their self-esteem by encouraging them to become involved in activities that develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school),

- ❖ Using learning strategies throughout the school and the curriculum to help enhance pupils' feelings of self-worth,

- ❖ In dealing with negative behaviour in general, encouraging teachers and parents to focus on, challenge and correct the behaviour while supporting the child.

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

9. Bullying of School Personnel
Bullying (in any form as described in Section 2 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools 2.2*) of school personnel by pupils, their parents/guardians or by colleagues, by means of physical assault, damage to property, verbal abuse, threats to their families or any form of intimidation will not be accepted, will be investigated and will be acted upon. If pupils are involved then Donaghpatrick.N.S.'s Code of Behaviour will be applied. If adults are involved, the matter will be reported to the Principal, the Board of Management and if necessary to the Gardaí.

10. Prevention of Harassment
The Board of Management confirms that Donaghpatrick N.S. will, in accordance with its obligations under equality legislation, take all such steps as 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.

11. This policy was adopted by the Board of Management on .

12. This policy has been made available to school personnel, readily accessible to parents and pupils on request and provided to the Parents' Association. A copy of this policy will be made available to the Department of Education and Skills and to the patron if requested.

13. 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, be readily accessible to parents and pupils on request and provided to the Parents' Association. A record of the review and its outcome will be made available to the Department of Education and Skills and to the patron if requested.

Signed: _Vincent Judge._   Signed: _Muireann Cradock_

   (Chairperson of Board of Management)   (Principal)

Date: ___11-10-2018___   Date: ___11-10-2018___

Appendices:

Appendix 1: Types of Bullying *(Anti-Bullying Procedures for Primary and Post-Primary Schools 2.2)*

Appendix 2: Indicators which may suggest a pupil is being bullied

Appendix 3: Template for recording bullying behaviour *(Anti-Bullying Procedures for Primary and Post-Primary Schools, Appendix 3)*

Appendix 4: Checklist for annual review by B.O.M. and notification of that review *(Anti-Bullying Procedures for Primary and Post-Primary Schools, Appendix 4)*

Appendix 5: Binding promise made by the bully

Appendix 1: Types of Bullying

(Anti-Bullying Procedures for Primary and Post-Primary Schools 2.2)

The following are some of the types of bullying behaviour that can occur amongst pupils:

Physical aggression: This behaviour includes pushing, shoving, punching, kicking, poking and tripping people. It may also take the form of severe physical assault. While pupils often engage in 'mess fights', they can sometimes be used as a disguise for physical harassment or inflicting pain.

Intimidation: Some bullying behaviour takes the form of intimidation: it may be based on the use of very aggressive body language with the voice being used as a weapon. Particularly upsetting can be a facial expression which conveys aggression and/or dislike.

Isolation/exclusion and other relational bullying: This occurs where a certain person is deliberately isolated, excluded or ignored by some or all of the class group. This practice is usually initiated by the person engaged in bullying behaviour and can be difficult to detect. It may be accompanied by writing insulting remarks about the pupil in public places, by passing around notes about or drawings of the pupil or by whispering insults about them loud enough to be heard. Relational bullying occurs when a person's attempts to socialise and form relationships with peers are repeatedly rejected or undermined. One of the most common forms includes control: "Do this or I won't be your friend anymore"(implied or stated); a group ganging up against one person (girl or boy); non-verbal gesturing; malicious gossip; spreading rumours about a person or giving them the "silent treatment".

Cyber-bullying: This type of bullying is increasingly common and is continuously evolving. It is bullying carried out through the use of information and communication technologies such as text, social network sites, e-mail, instant messaging (IM), apps, gaming sites, chat-rooms and other online technologies. Being the target of inappropriate or hurtful messages is the most common form of online bullying. As cyber-bullying uses technology to perpetrate bullying behaviour and does not require face to face contact, cyber-bullying can occur at any time (day or night). Many forms of bullying can be facilitated through cyber-bullying. For example, a target may be sent homophobic text messages or pictures may be posted with negative comments about a person's sexuality, appearance etc.

Name calling: Persistent name-calling directed at the same individual(s) which hurts, insults or humiliates should be regarded as a form of bullying behaviour. Often name- calling of this type refers to physical appearance, e.g., size or clothes worn. Accent or distinctive voice characteristics may attract negative attention. Academic ability can also provoke name calling. This tends to operate at two extremes. There are those who are singled out for attention because they are perceived to be weak academically. At the other extreme there are those who, because they are perceived as high achievers, are also targeted.

Damage to property: Personal property can be the focus of attention for bullying behaviour. This may result in damage to clothing, mobile phone or other devices, school books and other learning material or interference with a pupil's locker or bicycle. The contents of school bags and pencil cases may be scattered on the floor. Items of personal property may be defaced, broken, stolen or hidden.

Extortion: Demands for money may be made, often accompanied by threats (sometimes carried out in the event of the targeted pupil not delivering on the demand). A pupil may also be forced into theft of property for delivery to another who is engaged in bullying behaviour.

Appendix 2: Indicators which may suggest a pupil is being bullied

Physical Indicators	Signs of depression
- Unexplained bruising, cuts etc.	- Changes in: mood, appetite, sleep pattern
- Loss of/ damage to personal property	- Tiredness, neglect of appearance
- Hunger or thirst	- Expressions of sadness, worthlessness
- Frequent minor illnesses, headaches, tummy	- Nightmares, crying at night
- Bedwetting	- Restless, dangerous, wild, disruptive behaviour
- Loss of appetite	
- Obsessive behaviour, physical appearance, weight	- Cynicism, black mood
- Stammering	- Implied or overt threats of suicide
- Requests for extra money	
Emotional/ Psychological Indicators	**School Related Indicators**
- Outbursts of anger, temper, irritability at home	- Reluctance to go, wanting to be accompanied
- Bullying brother and sisters, parents	- Returning in bad form
- Well behaved child suddenly troublesome	- Changing route
	- Avoiding certain days/lessons
	- Nervousness in class
	- Punctuality problems
	- Poor Concentration
	- Deterioration in school work
	- Expressions of hopelessness
	- Fewer phone calls, friends calling, invitations
	- Reluctance to take part in activities
	- Abusive phone calls, texts