



Anti-Bullying Policy 2021

INTRODUCTORY STATEMENT

This policy was devised in consultation with all educational partners during the Easter term of the school year 2013-2014 and ratified by the Board of Management on the 22nd September, 2021. All parents/guardians will be given a copy of this policy.

Relationship to Characteristic Spirit of the School:

Scoil Naomh Mhuire is a co-educational, Roman Catholic, primary school, which aims to promote the full and harmonious development of all aspects of the person of the pupil: intellectual, physical, cultural, moral and spiritual including a living relationship with God and with other people.

We strive to utilise the full school community resources to create a well ordered, caring, happy and secure atmosphere where the intellectual, spiritual, physical, moral and cultural needs of our pupils are identified and developed. (*Mission Statement*). We feel that it is important therefore that the school has an anti-bullying policy that will promote these aims; where pupils and parents/ guardians are fully aware that any bullying complaints will be dealt with firmly, fairly and promptly:

1. In accordance with the requirements of the Education (Welfare) Act 2000 and the Code of Behaviour Guidelines issued by the NEWB, the Board of Management of Scoil Naomh Mhuire NS 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. This will be done in an age-appropriate manner, and the pupils will not be introduced to issues which are inappropriate to their levels of understanding.
- 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:

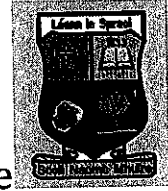
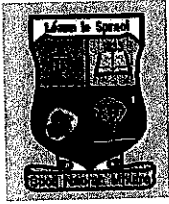
Bullying is unwanted negative behaviour, verbal, psychological or physical conducted, by an individual or group against another person (or persons) and which is repeated over time.

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 teachers for investigating and dealing with bullying are as follows:

- All teachers

5. The education and prevention strategies that will be used by the school are outlined below.

EDUCATION STRATEGIES AND THE ACTION TOWARDS PREVENTION

Education Strategies

Pupils will be fully informed about the school's anti-bullying policy. In the first half-term of each year, the principal will hold an assembly to inform the children about the forthcoming Anti-Bullying week. The principal will present the anti-bullying policy to the children in age-appropriate language and in a manner that will be interesting and engaging so that the children will pay attention to and understand the messages and information being presented to them.

In the week preceding Anti-Bullying Week, the children will design pictures and posters to be displayed around the school and in every classroom.

During Anti-Bullying Week teachers will implement the strand units of the SPHE curriculum dealing with bullying as well as the inter-related areas of belonging and integrating, communication, conflict, friendship, personal safety and relationships. **The Stay Safe programme** which is taught every year in school seeks to enhance children's self-protection skills including their ability to recognise and cope with bullying. The specific lesson on bullying will be taught during the anti-bullying week.

Pupils will learn about the different types of bullying, including relational, cyber-bullying and identity-based bullying, these issues will be taught in an age-appropriate manner through Anti-Bullying Week activities and through the relevant strands of the SPHE curriculum and within the context of the Catholic ethos of the school.



During Anti-Bullying Week teachers will also use music / drama / art / oral language time to prepare a project on the issue of bullying (this may be performing a song / drama at a whole school assembly).

Through integration and linkage with other curricular areas (English, History, Geography, PE, Art, Music, Drama) the children will also learn to foster an attitude of respect for all: to promote the value of diversity; to address prejudice and stereotyping and to highlight the unacceptability of bullying behaviour.

The importance of developing self-esteem in children cannot be over-emphasised. In addition to the teaching of the Walk Tall / Stay Safe programmes, RSE is taught during the second term of every school year, (alternating with the Stay Safe programme) this programme includes lessons to build the children's self-esteem.

The school implements the Aistear curriculum framework for learning in Infants to 2nd class. This method of learning, along with co-operative / collaborative learning which takes place in the senior classes empowers the children to deal with conflicts that might arise within their learning groups.

At all times in Scoil Naomh Mhuire NS, we endeavour to instil in our pupils the spirit of the message of Jesus, "To love one another".

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

- (i) The primary aim for the relevant teacher in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame);
- (ii) In investigating and dealing with bullying, the teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved;
- (iii) All reports, including anonymous reports of bullying will be investigated and dealt with by the relevant teacher. In that way pupils will gain confidence in 'telling'. This confidence factor is of vital importance. It will 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;
- (iv) Non-teaching staff such as secretaries, special needs assistants (SNAs) will be obliged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher;



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- (v) Parents 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;
- (vi) It is very important that all involved (including each set of pupils and parents) understand the above approach from the outset;
- (vii) Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents;
- (viii) Incidents are generally best investigated outside the classroom situation to ensure the privacy of all involved;
- (ix) 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;
- (x) 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;
- (xi) 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;
- (xii) Each member of a group should be supported through the possible pressures that they may face from the other members of the group after interview by the teacher;
- (xiii) It may also be appropriate or helpful to ask those involved to write down their account of the incident(s);
- (xiv) In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parents 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 parents an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports for their pupils;
- (xv) 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;

(xvi) It must also be made clear to all involved (each set of pupils and parents) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parents and the school;

(xvii) 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. This can have a therapeutic effect;

(xviii) 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 in the recording template at Appendix 1

(xix) 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; and
- Any feedback received from the parties involved, their parents or the school Principal or deputy principal

(xx) Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents must be referred, as appropriate, to the school's complaints procedures;

(xxi) In the event that a parent has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parents of their right to make a complaint to the Ombudsman for Children.

Procedures for recording bullying behaviour

The Board of Management of Scoil Naomh Mhuire has adopted clear procedures for the formal noting and reporting of bullying behaviour. All records will be maintained



in accordance with relevant data protection legislation. The school's procedures for noting and reporting bullying is as follows:

- (i) While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher will use his/her professional judgement in relation to the records to be kept of these reports, the actions taken and any discussions with those involved regarding same;
- (ii) 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.
- (iii) The relevant teacher must use the recording template at Appendix 1 to record the bullying behaviour in the following circumstances:
 - a) 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; and
 - b) where the school has decided as part of its anti-bullying policy that in certain circumstances bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable.

In each of the circumstances at (a) and (b) above, the recording template at Appendix 1 must be completed in full and retained by the teacher in question and a copy provided to the Principal or Deputy Principal as applicable. It should also be noted that the timeline for recording bullying behaviour in the recording template at Appendix 1 does not in any way preclude the relevant teacher from consulting the Principal or Deputy Principal at an earlier stage in relation to a case.

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

A programme of support for pupils who have been bullied will be put into place. Such pupils may need counselling and/or opportunities to participate in activities designed to raise their self-esteem, to develop their friendship and social skills and thereby build resilience whenever this is needed.

A programme of support for those pupils involved in bullying behaviour will also be part of the school's intervention process. Pupils involved in bullying behaviour need assistance on an ongoing basis. For those with low self-esteem, opportunities should be developed to increase feelings of self-worth. It is, therefore, important that the



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learning strategies applied within the school allow for the enhancement of the pupil's self-worth.

Pupils who engage in bullying behaviour may need counselling to help them learn other ways of meeting their needs without violating the rights of others.

Pupils who observe incidents of bullying behaviour should be encouraged to discuss them with teachers.

The SET will develop a learning programme addressing the priority needs of the individual pupils who engage in bullying behaviour and for pupils who have been bullied.

It is also important to note that bullying behaviour can be part of a continuum of behaviour rather than a stand-alone issue and in some cases behaviour may escalate beyond that which can be described as bullying to serious physical or sexual assault or harassment. Such cases will be dealt with as gross misdemeanours in the context of the school's code of behaviour and referral may be made to relevant external agencies and authorities where appropriate. In cases where a school has serious concerns in relation to managing the behaviour of a pupil, the advice of the National Education Psychological Service (NEPS) will be sought.

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 provide 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 must seek advice from the HSE Children and Family Social Services.



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8. Supervision and Monitoring of Pupils

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

9. Prevention of Harassment

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

10. This policy was adopted by the Board of Management on *September 22, 2021*

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

12. This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel and will 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, if requested, to the patron and the Department.

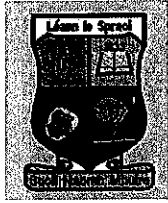
Signed: Mgeve Caldwell
Chairperson of BOM

Signed: Aine Crotty
Principal

Date: 22/09/2021

Date: 22/09/2021

Date of next review: *September, 2022*



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Appendix 1

Procedures for recording 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))* relevant box(es))*

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

4. Location of incidents (tick

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

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

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

Physical Aggression	<input type="checkbox"/>	Cyber-bullying	<input type="checkbox"/>
Damage to Property	<input type="checkbox"/>	Intimidation	<input type="checkbox"/>
Isolation/Exclusion	<input type="checkbox"/>	Malicious Gossip	<input type="checkbox"/>
Name Calling	<input type="checkbox"/>	Other (specify	<input type="checkbox"/>

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

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)
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8. Brief Description of bullying behaviour and its impact

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9. Details of actions taken

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Signed _____ (Relevant Teacher) Date _____