

Anti-bullying Policy

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 the Presentation Primary School 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.

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)
- On-going evaluation of the effectiveness of the anti-bullying policy.

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:

- Physical aggression i.e. pushing, shoving ,punching, kicking, poking and tripping people
- Intimidation: aggressive body language
- Name calling i.e. persistent name calling which targets or insults or humiliates a particular individual
- deliberate exclusion, malicious gossip and other forms of relational bullying,
- Continuous interference with a person's property.
- cyber-bullying i.e. using text/social networking sites etc to target a person with hurtful messages or negative comments

- 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 will 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.

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

All reports of bullying behaviour, no matter how trivial, will be dealt with in the first instance by the class teacher.

The principal may become involved at the request of the class teacher. The principal will always be involved in cases of cyber bullying.

Education and prevention strategies to be used in the school

Strategies will be based on building student self-esteem and encouraging/recognising positive behaviour rather than methods based on threat and fear.

- In accordance with the ethos and mission statement of the school staff will seek to model and foster an attitude of respect for all and will promote the value of diversity
- The anti-bullying section in the SPHE/Stay Safe programme will be taught in all classes during September/October each year, and the key concepts and skill-building activities will be revised regularly during the school year in an integrated way, through all areas of the curriculum and in Circle Time.
- An Anti-Bullying Week will be held the second week of each term
- A survey aimed at identifying bullying issues will be carried out in each class from Rang 3-6 as part of each anti-bullying week.
- The *Anti-Bullying Campaign* approach will be adopted throughout the school
- Class teachers will teach at least one lesson from the *Anti-Bullying Campaign resources or other resources* aimed at raising awareness of bullying behaviour each month.
- Emphasis will be placed on educating pupils on appropriate online behaviour, how to stay safe while on-line and also on developing a culture of reporting any concerns about cyber-bullying.
- Awareness days for pupils and guest speaker for parents in conjunction with Parents' Association
- Pupils will be encouraged to design anti-bullying posters with slogans for Anti-Bullying week to be displayed around the school
- All school staff will be proactive in relation to bullying behaviour and will be alert to early signs of indiscipline and/or significant changes in the moods/behaviours of students. Staff will intervene early when they have concerns.

- Teaching staff will monitor students who may be at risk of either bullying or being bullied.
- Non teaching staff will be encouraged to be vigilant about reporting any bullying incidences observed.
- Pupils will be regularly reminded that when they report incidences of bullying they are not considered to be telling tales but rather are behaving responsibly.
- Drama/role play will be used to model conflict resolution and to develop skills to deal with bullying issues.
- Multimedia will be used to demonstrate examples of bullying in movies, T.V. programmes etc.

Among the strategies taught will be the following:

- To support students not to bully but to choose appropriate behaviours:
Traffic Lights - Stop, Think, Decide (to make a good choice about one's own behaviour).
Pupils will be encouraged to reflect on their behaviour regularly : use of *Think Sheets*
- To support students to deal with unacceptable behaviours:
Three Steps –
 - (a) Say Stop, I don't like it
 - (b) Walk away
 - (c) Tell an adult

Supervision of students

This policy recognises the role of supervision in promoting a positive and cooperative school climate that prevents bullying behaviours. Systems are in place in school for the supervision of students during all school activities. Classroom staff will be vigilant in relation to the subtle indicators of bullying and will establish a classroom atmosphere where subtle glances, sniggers or comments are not tolerated.

Non-teaching staff will report to the appropriate teacher any incidents of bullying behaviours suspected, witnessed by them or mentioned to them. In the case of a concern about the behaviour of a staff member, this should normally be raised with the staff member in question and if necessary, with the principal.

Staff will be mindful that bullying may also take place on the journey to and from school whether students are walking, cycling, travelling in buses or cars, and these incidents will be investigated. Sometimes factors outside the school may contribute to bullying within the school.

Parents/guardians are asked to be alert to the signs of bullying and to discuss any concerns arising with the school.

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 :

- The relevant teacher will deal with issues arising in a calm and equitable manner, with sensitivity to the rights of all involved. The primary aim for the class teacher is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame).
- To avoid the public attention and to get clear information, the matter will be discussed outside the classroom situation. If a group of students is involved, each student will be met individually, initially (*in the case of younger pupils e.g. infants to Rang 2 a group discussion may be more appropriate*).
- A group discussion will be facilitated only when ground rules are agreed that will prevent either a continuation or an escalation of the behaviour being addressed.
- Within the group, the teacher will ensure that the students accept that the reporting of the bullying is a responsible action in accordance with school policy.
- The teacher will ensure that the students involved understand that there are to be no negative repercussions for the person/s making the report
- In cases where bullying is confirmed, the consequences will be set in accordance with Anti- Bullying Campaign 4-stage process (*See Appendix 1*).
- The principal will always be informed if bullying is confirmed. The principal will be involved at an early stage in the case of serious bullying or if the Class Teacher needs support in the investigation.
- The school will usually inform the parent/guardian of the student who has been bullied so that they are given an opportunity to discuss the matter and become involved in planning support for their child.
- The school will inform the parents/guardians of the pupil who has been involved in bullying behaviour at **Stage 3** of the *Anti-Bullying Campaign* Process (*See Appendix 1*)
- Consequences for a student/s who has engaged in bullying behaviour at **Stage 4** of the *Anti-Bullying Campaign* process will be agreed in accordance with the school code of behaviour in consultation with parents.
- In the event where consequences are applied, it will be explained to all those involved that this is a private matter between the pupil being disciplined, his/her parents/guardians and the school.

- School staff will consider what general lessons relating to school policy or practice need to be drawn from the incident.

Recording Procedures

An incident report form is made available to all staff in order to ensure that any incidences witnessed are reported to the relevant teacher. All staff are required to complete such a report when deemed necessary (*See Appendix 2 :Blank copies stored in First Aid press in Lunch Room*).

If it is established by the teacher that bullying has occurred she will keep a written record of the discussion with those involved. This record is to assist the teacher to resolve the issues and to restore the relationships of the parties involved. This record will be kept on school recording sheet (*see Appendix 3*).

On this recording sheet staff will record steps taken to stop the bullying behaviour and any follow-up actions taken to ensure the incident has been dealt with adequately.

The pupil who carried out the bullying behaviour will be required to sign a promise that they will not repeat the bullying behaviour (*See Appendix 4- Pupil Promise*). All records pertaining to bullying incidents will be kept with the antibullying class file and passed on to the class teacher the following year.

The attached recording template (*Appendix 5*) will be used by the teacher in the following circumstances:

- In cases where the teacher believes the bullying behaviour has not been adequately addressed within 20 school days

In such cases the recording template will be stored in the principal's office. The principal will report such cases to the Board of Management.

Where a parent/s is not satisfied that the school has dealt with a bullying case in accordance with the D.E.S. Anti-Bullying Procedures (September 2013) they will be referred to the school's complaints procedure.

In the event that the parent has exhausted the school's complaints procedure and is still not satisfied, the board will advise the parents of their right to make a complaint to the Ombudsman for Children.

When serious incidences of bullying behaviour occur e.g. where the behaviour is regarded as potentially abusive, the school will seek advice from the HSE Children and Family Services.

The school's programme of support for working with pupils involved in bullying incidents is as follows:

- Provision of opportunities to participate in activities designed to raise self-esteem (see attached list).
- Social skills programmes e.g. Socially Speaking
- Use of social stories
- Regular reiteration of the Stay Safe steps
- Use of No blame-shared concerns approach
- Supports such as buddy system or talk time with a trusted adult
- Referral to NEPS psychologist where deemed necessary

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. (See Supervision Policy)

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.

This policy was put together in consultation with pupils, parents, staff and board.

It was adopted by the Board of Management on 28-05-2014

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.

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 Parents' Association . A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: Thomas Noms Mairéad Ó Siadhail
(Principal)

Signed: Thomas Noms
(Chairperson of Board of Management)

Date: 22-06-16

Date of next review: May 2017

Appendix 1

Anti- bullying Campaign 4-stage process

Stage 1: (Informal)

Staff keep records of incidences reported to them using the incident report form.

The relevant teacher will investigate to establish if bullying has occurred.

Stage 2: If bullying has occurred (Formal)

Relevant teacher will keep a written record of the discussion.

The pupil involved in bullying behaviour will be required to sign a promise that s/he will not repeat the behaviour.

The principal will be informed but not directly involved with the student. All records will be stored with the class *Anti-Bullying file*.

Stage 3 : If pupil repeats the bullying behaviour

The principal and parents will be informed

The pupil and his/her parents will sign a promise that the behaviour will not be repeated.

The pupil and parent will be informed that if the behaviour is repeated consequences will apply.

Stage 4: Continued bullying behaviour

If the pupil continues with bullying behaviour s/he will be referred to the Code of Behaviour.

The agreed consequences will be a private arrangement between the pupil his/her parents/guardians and the school.

Appendix 2

INCIDENT REPORT FORM

Source of Report: Parent Pupil Staff-Member Survey
Other

Date: _____

Name of Reporting Person (Staff member/pupil where applicable):

If someone other than a Staff Member or Pupil:

Name of Reporting Person: _____ Phone: _____

Address _____

Details of Alleged Incident:

Location of incident:

Time: _____ Day: _____ Date: _____

Possible Targeted Pupil(s): _____ Class/Group: _____

Possible Perpetrator(s): _____ Class/Group: _____

Others who were there:

Class/Group: _____

Initial Details of Incident:

Action taken will be outlined on reverse

Appendix 3

Bullying Recording Sheet

Name of pupil being bullied: _____

*Who reported bullying behaviour to Class Teacher
child/Parent? _____*

When was it reported? _____

Record what the child/parent reported:

Discussion with other pupil/pupils involved?

In teacher's opinion did bullying take place?

If Yes record the actions

taken: _____

*Was issue resolved to everyone's
satisfaction? _____*

*If no please
elaborate _____*

*Any further
comments: _____*

Signed: _____ (Class teacher)

Pupil Behaviour Promise

Pupil Name: _____ Class: _____

I know that all of my fellow pupils are different from each other and from me in many ways. (*These might include hair colour, skin colour, what we wear, height, weight, size, accent, religion, nationality, where we live or have lived, whether we are loud or quiet, bad at learning, good at sports etc*). I would not like to be treated unfairly and made to feel bad by any of my fellow-pupils because of any of these differences or just because they did not like me. I know that I have a right to be different from other pupils and that this does not give anyone the right to treat me unfairly or to be mean to me. I know I should be treated fairly, equally and respectfully in school because of the school's Code of Behaviour. I know I should be treated fairly, equally and respectfully outside of school too.

I also know that all other pupils should be treated fairly, equally and respectfully. It is wrong to treat anyone any other way. I therefore promise that in future I will treat all my fellow-pupils fairly, equally and respectfully despite our differences and whether I like them or not.

In particular: (*Handwrite below "I will always treat (N) fairly and respectfully"*)

Name: Pupil: _____ Date: ___ / ___ / ___

Teacher: _____

Appendix 5

Template 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

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| | |
| | |
| | |

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

| | |
|------------|--------------------------|
| Playground | <input type="checkbox"/> |
| Classroom | <input type="checkbox"/> |
| Corridor | <input type="checkbox"/> |
| Toilets | <input type="checkbox"/> |
| School Bus | <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 | <input type="checkbox"/> | Disability/SEN related | <input type="checkbox"/> | Racist | <input type="checkbox"/> | Membership of Traveller community | <input type="checkbox"/> | Other (specify) | <input type="checkbox"/> |
| | | | | | | | | | |

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 _____

Date submitted to Principal/Deputy Principal _____