Restorative Practice Policy (Anti-Bullying)

Compliance:

In accordance with the requirements of Section 23 of the Education (Welfare) Act 2000 and the Code of Behaviour Guidelines for schools issued by the National Educational Welfare Board (NEWB), (now subsumed into The Child and Family Agency -Túsla), the Board of Management of St. Patrick's National 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 by the Department of Education and Skills (DES) in September 2013.

Key Principles:

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
> ➢ promotes respectful relationships across the school community.

(See appendix 1 for practical tips for building a positive school culture and climate)

- 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, 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

Definition of Bullying

In accordance with the *Anti-Bullying Procedures for Primary and Post-Primary Schools* (DES 2013) 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
- 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 do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's code of behaviour.

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

This policy applies to activities and events that take place:

- During school time (including break times)
- Going to and from school
- School tours/trips
- Extra-curricular activities

Additional information on different types of bullying is set out in Section 2 of the Anti-Bullying Procedures for Primary and Post-Primary Schools and appears as Appendix 1 of this document.

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 Bullying	Cyber bullying includes (but is not limited to) communicating via electronic means with the objective of causing hurt, fear, embarrassment, humiliation, alarm and/or distress to one or more persons. ***Unlike other forms of bullying a once-off posting can constitute bullying.*** While this policy addresses issues related to cyber bullying of students (i.e. situations in which one or more students are the victim[s] of bullying), the policy also applies to teachers and other school staff. **Key Measures Regarding Cyber Bullying** Staff, pupils, parents and Board of Management (BOM) will be made aware of issues surrounding cyber bullying through the use of appropriate awareness-raising exercises. Pupils will learn about cyber bullying through Social, Personal and Health Education (SPHE), assemblies, friendship week activities and other curriculum projects Parents will be provided with information and advice on cyber bullying. The school will engage a speaker to facilitate a workshop on cyber bullying for 3rd to 6th classes annually.

	Infants will participate in the 'Safer Internet Day' programme
	Resources adopted by our staff to help raise awareness and promote internet safety - Detective Digiduck - My Selfie - Be Safe-Be Web Wise - Think Before You Click - Webwise Primary Teachers Resources - Bully 4U
	Staff CPD (Continuous Professional Development) will assist in learning about current technologies
	Pupils will sign an Acceptable Use of ICT (Information and Communication Technology) contract Parents will be expected to sign an Acceptable Use of ICT contract prior to enrolment and to discuss its meaning with their children.
	Pupils and parents will be urged to report all incidents of cyber bullying to the school.
	All reports of cyber bullying will be investigated, recorded, stored in the Principal's office and monitored regularly.
	Procedures in our school Anti-Bullying Policy shall apply.
	The Gardaí will be contacted in cases of actual or suspected illegal content
	This policy will be reviewed annually. Pupils, parents and staff will be involved in reviewing and revising this policy and any related school procedure.
	Parents and students are advised that it is illegal for a child under 13 to register with and use many social media networks, including Facebook, Instagram, and Snap Chat etc.
	St. Patrick's National School endeavors to block access to inappropriate websites, using firewalls, antivirus protection and filtering systems and no pupil is allowed to work on the Internet

on the school tablets, or any other device within the school, which may from time to time be used, for such schoolwork, without a member of staff present.

<u>Types of Cyber Bullying</u>
Denigration: Spreading rumors, 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/Skype/Whats
App/Instagram or on games consoles
Abusive website comments/Blogs/Pictures
Abusive posts on any form of communication technology
Denigration: Spreading rumors, lies or gossip to hurt a person's reputation

This list is not exhaustive and the terms used continue to change
(See Appendix 4 re: Cyber Bullying Guidelines and Procedures)

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 "Bitching" Spreading rumours Breaking confidence Talking loud enough so that the victim can hear The "look" Use or terminology such as 'nerd' in a derogatory way
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

Additional information on different types of bullying is set out in Section 2 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*. (DES 2013)

Relevant School Personnel

While all staff members (both ancillary and teaching) have a duty of care towards pupils, the key personnel involved include:

- Class teacher (or yard teacher if incident occurs on yard): Deals with initial allegations/suspicion of bullying behaviour

- Principal: Where bullying is suspected by the class teacher, the principal should be informed. The principal shall report to the BOM incidents of bullying behaviour

- SEN teacher: Where bullying is reported by the SET, incidents will be referred to the class teacher

- Substitute teacher: (When relevant) where bullying is suspected by a substitute teacher, incidents will be referred to the principal/other teacher.

Education and Prevention Strategies

Prevention and awareness raising measures across all aspects of bullying is important and involves strategies to engage pupils in addressing problems when they arise. In particular, such strategies need to build empathy, respect and resilience in pupils

Provide pupils with opportunities to develop a positive sense of self-worth

Prevention and awareness raising measures focusing on cyber-bullying by educating pupils on appropriate online behaviour, how to stay safe while online

Teachers can influence attitudes to bullying behaviour in a positive manner

There are a number of curriculum components and programmes, which are particularly relevant to the prevention of bullying and the promotion of respect for diversity and inclusiveness.

Social Personal and Health Education (SPHE) Curriculum: Within this curricular area, the theme of bullying is explicitly taught under the following theme areas:

(1) Definition

(2) Prevention

(3) Reporting

The **Walk Tall, Stay Safe, R.S.E. and R.E**. programmes emphasise the promotion of pupil self-esteem. A minimum of one lesson per term will be taught at each class level within this area with targeted classes engaging in more detailed coverage.

Hidden Curriculum/Incidental Learning: Situations involving conflict amongst pupils, which may arise in the classroom/playground etc. can be used as a teaching tool where appropriate.

A school-wide approach to the **fostering of respect** for all members of the school community.

Religious Education: 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.

Professional development for staff as required. Whole staff professional development on bullying will be provided 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. School wide awareness raising and training on all aspects of bullying, to include pupils, parent(s)/guardian(s), and the wider school community.

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 **Student Council** in contributing to a safe school environment e.g. the use of student support activities that can help to support pupils and encourage a culture of peer respect and support.

The school's **anti-bullying policy** is discussed with pupils and all parent(s)/guardian(s) are given a copy as part of the Code of Behaviour of the school, upon their child's entry to the school. Updated policies are available on the school website and hard copies are available on request.

P.E. and Sporting activities in particular can provide excellent opportunities for channeling and learning how to control aggression. GAA and soccer coaching is offered to some classes from outside agencies and teachers are also involved in coaching the school's soccer and gaelic teams.

Raising Awareness - In school

General

Awareness on the part of staff of the extremely serious nature of bullying and the severe consequences that may result in situations where it is not addressed

Teachers will discuss the following strategies with all classes.

Remember that your silence is the bully's greatest weapon!

• Tell yourself that you do not deserve to be bullied and that it is

WRONG!

• Be proud of who you are. It is good to be individual.

• Try not to show that you are upset in front of the bully. It is hard but a bully thrives on someone's fear.

• Stay with groups of friends/ people. There is safety in numbers.

• Be assertive – shout "NO" Walk confidently away. Go straight to a teacher or member of staff.

• Fighting back may make things worse. Talk to a teacher or parent/ guardian first.

• Generally it is best to tell an adult you trust straight away. You will get immediate support.

• Teachers will take you seriously and will deal with bullies in a way which will end the bullying and will not make things worse for you.

Raising Awareness – Pupils

If you know someone is being bullied:

• TAKE ACTION! Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.

• If you cannot get involved, tell an adult, such as a teacher, IMMEDIATELY.

• Don't pretend to be friends with a bully this supports the bullying behaviour.

Raising awareness – Parents

• Look for unusual behaviour in your children - for example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their normal standard.

• Always take an active role in your child's education. Enquire how their day has gone; who have they spent time with, how lunchtime was spent etc.

• If your child feels that he/she is being bullied, talk it through with her and try to get the full story (remember there are two sides to every story).

• If you feel your child may be a victim of bullying behaviour, inform the class teacher IMMEDIATELY. Your complaint will be taken seriously and appropriate action will be taken.

• It is important to advise your child not to fight back – it may make matters worse.

• Tell your child that there is nothing wrong with him/her. It is not his/her fault that s/he is being bullied.

• Make sure that your child is fully aware of the school policy concerning bullying, and that she should not be afraid to ask for help.

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.

• 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.

• An annual audit of professional development needs with a view to assessing staff requirements through internal staff knowledge/expertise and external sources

• Professional development with specific focus on the training of the relevant teacher(s)

• School wide awareness raising and training on all aspects of bullying, to include pupils, parent(s)/guardian(s) and BOM.

• 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.

• Development, promotion and annual review of an Anti-Bullying code for the school-to be included in student journals and displayed publicly in classrooms and in common areas of the school. All pupils will receive an up to date copy of the code of conduct and anti-bullying code on enrolment and same will be made available to all pupils and parents/guardians via school website.

• Display of Stay Safe rules in all classrooms/ corridors. Regular reminders in class and through stay safe programme of the school rules and anti-bullying code. Implementation of anti-bully/ friendship week in September (Buddy Bench - new addition at front 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 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

o Direct approach to teacher

o Hand note up with homework.

o Make a phone call to the school or to a trusted teacher in the

school.

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

o Administer a confidential questionnaire annually to senior pupils.

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

• Identify clear protocols to encourage parent(s)/guardian(s) to approach the school if they suspect that their child is being bullied.

• The development of an Acceptable Use Policy in the school to include the necessary steps to ensure that the access to technology within the school is strictly monitored, as is the pupils' use of mobile phones.

• The listing of supports currently being used in the school and the identification of other supports available to the school e.g. Webwise, stay safe, PDST and local education centre courses and programmes for parents.

Procedure for Investigating Incident of Bullying follow-up and recording of bullying behaviour and the established intervention strategies:

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). With this in mind the schools procedures are as follows:

(i) In investigating and dealing with bullying, the teacher(s) will exercise his/her/their professional judgement to determine whether bullying has occurred, what type if it has and how best the situation might be resolved

(ii) All reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher(s). 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

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

(iv)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

(v) It is very important that all involved (including each set of pupils and parents) understand the above approach from the outset

(vi)Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents

(vii) Initial investigations of bullying will be done in class where possible but some incidents might be best investigated outside the classroom situation to ensure the privacy of all

(ix) 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

(x) When analysing incidents of bullying behaviour, the relevant teacher(s) 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 them from the other members of the group after interview by the teacher

(xii) Where the relevant teacher(s) has/have 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

(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(s) 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. 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

(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 may 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

(xviii) An additional follow-up meeting with parents of the children involved may take place after an appropriate time to ensure that the matter has been resolved satisfactorily

(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.

RECORDING: Noting and reporting of bullying behaviour is to be documented using the *template for recording bullying behaviour* (Appendix 2). All records must be maintained in accordance with relevant data protection legislation. The school's procedures for noting and reporting bullying behaviour will adhere to the following:

(i) While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher(s), the relevant teacher(s) will use his/her/their 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(s) that bullying has occurred, the relevant teacher(s) 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(s) must use the recording template at Appendix 2 to record the bullying behaviour which is available on the server

Child Protection

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 (DLP) 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 will be handled 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 regarding further procedures to be adopted by the school.

Programme of Support for working with pupils affected by bullying

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

Victims

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.

Lessons in SPHE, Walk Tall, Stay safe and RSE programme as appropriate

Pastoral care system

Group work such as circle time

Programmes such as Friends for Life

Victims are reassured from the outset that they are not to blame.

Strategies for restoring self-esteem are explored between teacher and parents/guardians.

Staged approach - class support, school support (as per *Continuum-Behavioural, Emotional and Social Difficulties*- NEPS

Where deemed necessary, the child in consultation with parents may be referred for counselling.

Students involved in bullying behaviour

Empathy awareness needs to be developed.

In-school supports and opportunities will be provided for the pupil affected to participate in activities designed to develop empathy, to develop friendships and social skills.

Lessons in SPHE, Walk Tall and Stay Safe and the RSE programme as appropriate

Pastoral care system

Group work such as circle time

Friends for Life, Fun Friends programme

Clinical referral and assessment may be necessary.
Staged approach - class support, school support (as per *Continuum-Behavioural, Emotional and Social Difficulties*- NEPS)

Incidents of bullying can extend beyond the school and the journey to and from school is one which can provide particular opportunities for bullying to occur. The school's policy will be given to those who are closely involved at this stage so that if bullying behaviour is witnessed by them, that they may report it to the school.

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.

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.

Monitoring, Evaluation & Review

At least once in every school term the Principal will provide a report to the Board of Management setting out:

The overall number of bullying cases reported (by means of the bullying recording template in Appendix 2) to the Principal since the previous report to the Board.

Confirmation that all of these cases have been, or are being, dealt with in accordance with the school's anti-bullying policy and the Anti-Bullying Procedures for Primary and Post-Primary schools

This policy and its implementation will be reviewed by the Board of Management once in every school year.

A standard checklist will be used in undertaking the review. (Appendix 5) The school will put in place an action plan to address any areas for improvement identified by the review

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's Association. (Appendix 6).

A record of the review and its outcome will be made available, if requested, to the patron and the Department. This school's Anti-Bullying Policy and its procedures to support the pupil's well-being will be part of whole school and other evaluations by the Department inspectorate.

Ratification and Review by Board of Management

This policy was adopted by the Board of Management in St.Patrick's N.S.
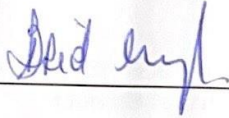
This policy has been made available to:

1. school personnel/members of the school community
2. published on the school website
3. hard copies available to parents in the school office
4. hard copies available to parents upon request
5. copies of this policy will be made available to the DES and the school's Patron if requested

This policy and its implementation will be reviewed by the Board of Management once in every school year or when necessary. Written notification that the review has been completed will be made available to school personnel, published on the school website or in school newsletters. A record of the review and its outcome will be made available, if requested, to the patron and the DES.

Signed: _____

(Chairperson of Board of Management)

Signed: _____

(Principal)

Date: ___11/5/22___

Date of next review: ___March 2023___

Note: We in St.Patrick's pride ourselves in having a whole school community approach to the problem of bullying behaviour. The school community is made up of the Board of Management, School Staff including teachers, SNAs, secretary, caretaker, pupils, parents and guardians. A positive school community attitude can assist considerably in countering bullying behaviour in our school and outside of school.

Appendix 1. Restorative Practice

Restorative Practice may take many forms but all forms exist within an explicit framework of Fair Process, which allows everyone to understand the rationale for their actions. This Fair Process builds trust and commitment and involves three elements.

Engagement-include all pupils/adults who are involved in the bullying behaviour.

Explanation-adopt a shared understanding of the situation by all involved.

Clarity-involve all in a vision for the future.

Restorative Practice Template

Questions for pupil(s) engaged in bullying behaviour

What happened

What were you thinking at the time?

What have been your thoughts since then?

Who has been affected by what you did?

In what way have they been affected?

What do you think needs to happen next?

Questions for pupil(s) who is bullied:

What happened?

What were your thoughts at the time?

What have been your thoughts since then?

How has this affected you and others?

What has been the hardest thing for you?

What do you think need to happen next to make things right?

Appendix 2: 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

_____

_____

_____

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

Pupil concerned	
Other Pupil	
Parent	
Teacher	
Other	

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

Playground	
Classroom	
Corridor	
Toilets	
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:

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Homophobic	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 _____

Appendix 3. How parents can support their child

As a parent

- Be aware of unusual behaviour in your children. For example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their normal standard. They may not want to invite certain children to play or go to activities they used to enjoy.
- Always take an active role in your child's education. Enquire how their day went, who they spend their time with, how break time was spent etc.
- If you feel your child may be a victim of bullying behaviour, inform the school immediately. It is very helpful for the school if you can list the 'who, where, when and how' of the behaviours affecting your child.
- It is important that you advise your child not to fight back. It can make matters worse.
- Tell your child that there is nothing wrong with her/him; it is not her/his fault that they are being bullied.
- Make sure your child is fully aware of the school policy regarding bullying and that they should not be afraid to ask for help.

As a pupil

What can you do if you are being bullied?

- Tell yourself that you do not deserve to be bullied and that it is wrong.
- Remember that your silence is the bully's greatest weapon
- Be proud of who you are. It is good to be an individual.
- Try not to show that you are upset; it is hard but a bully thrives on someone's fear.
- Stay with a group of friends/people (unless the bullying is happening in that group). There is normally safety in numbers.
- Be assertive and follow the Stay Safe rules: **Say No, get away and tell someone you trust.**
- Talk to a teacher/SNA for advice and help or if at home talk to your parents.
- Teachers will listen to you and in accordance with procedure, will endeavour to deal with the issue. Teachers will usually tell the Principal about the problem and together they will decide how to deal with it.

If you know someone is being bullied

- Take action. You might tell the bully to stop doing what they are doing; you might get some of your friends to help you with this. You could also make sure that the victim is not left alone until the problem is resolved. Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.
- If you feel you cannot get involved, tell an adult immediately. If you're at school tell a teacher so they can help, without getting you into trouble.
- Do not be, or pretend to be, friends with a bully.

As a school

- Organise the community in order to minimise opportunities for bullying; make sure that supervision is sufficient at all times.

- Use opportunities to discuss aspects of bullying and the appropriate way to behave towards each other. In this respect the SPHE (Social, Personal and Health Education) programme is very important and especially the Stay Safe lessons addressing bullying.

- Deal quickly, firmly and fairly with any complaints, involving parents where necessary.

- Regularly review the school policy and procedures and assess its success or otherwise.

- When buying teaching materials (books, posters, software etc) ensure that nothing gives a negative view of any group because of their ethnic origin, gender etc.

- Continue to have a firm and fair Code of Behaviour structure.

- Encourage pupils to discuss how they get on with other people and to form positive attitudes towards other people. This includes work on friendship and what it really means.

- Encourage pupils to treat everyone with care and respect.

- Treat bullying as a serious matter and take every possible action to prevent it happening in our school.

- Use and continue to update a variety of materials and resources available to assist us in devising appropriate anti-bullying programmes. Include workshops on bullying issues from outside agencies.

Appendix 4: Anti-Cyber-Bullying Guidelines

St. Patrick's N.S aims to ensure that children are safe and feel safe from bullying, harassment and discrimination. This school is committed to teaching children the knowledge and skills to be able to use ICT effectively, safely and responsibly.

UNDERSTANDING CYBER-BULLYING

Cyber bullying is the use of ICT (usually a mobile phone and or the internet) to abuse another person

It can take place anywhere and involve many people

Anybody can be targeted including pupils and school staff

It can include threats, intimidation, harassment, cyber-stalking, vilification, defamation, exclusion, peer rejection, impersonation, unauthorised publication of private information or images etc.

While bullying involves a repetition of unwelcome behaviour the Anti-Bullying Procedures for Primary and Post Primary Schools, September 2013, states:

In addition, in the context of these procedures 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.

WHAT IS CYBER-BULLYING?

There are many types of cyber-bullying. The more common types are:

Text messages — can be threatening or cause discomfort. Also included here is 'Bluejacking' (the sending of anonymous text messages over short distances using bluetooth wireless technology)

Picture/video-clips via mobile phone cameras — images sent to others to make the victim feel threatened or embarrassed

Mobile phone calls — silent calls, abusive messages or stealing the victim's phone and using it to harass others, to make them believe the victim is responsible

Emails — threatening or bullying emails, often sent using a pseudonym or somebody else's name

Chat room bullying — menacing or upsetting responses to children or young people when they are in a web-based chat room

Instant messaging (1M) — unpleasant messages sent while children conduct real-time conversations online using MSM (Microsoft Messenger), Yahoo Chat or similar tools

Bullying via websites — use of defamatory blogs (web logs), personal websites and online personal 'own web space' sites such as You Tube, Facebook, tik-tok, twitter as well as many others

Explanation of slang terms used when referring to cyber-bullying activity

'Flaming': ()nline fights using electronic messages with angry and vulgar language

'Harassment': Repeatedly sending offensive, rude, and insulting messages

'Cyber Stalking': Repeatedly sending messages that include threats of harm or are highly intimidating or engaging in other on-line activities that make a person afraid for his or her own safety

'Denigration': 'Dissing' someone online. Sending or posting cruel gossip or rumors about a person to damage his or her reputation or friendships

Pretending to be someone else and sending or posting material online that makes someone look bad, gets her/him in trouble or danger, or damages her/his reputation or friendships

'Outing and Trickery': Tricking someone into revealing secret or embarrassing information which is then shared online

'Exclusion': Intentionally excluding someone from an on-line group, like a 'buddy list'

This list is not exhaustive and the terms used continue to change.

AIMS OF POLICY

To ensure that pupils, staff and parents understand what cyber bullying is and how it can be combated

To ensure that practices and procedures are agreed to prevent incidents of cyber-bullying

To ensure that reported incidents of cyber bullying are dealt with effectively and quickly.

PROCEDURES TO PREVENT CYBER-BULLYING

Staff, pupils, parents and Board of Management (BOM) will be made aware of issues surrounding cyber bullying through the use of appropriate awareness-raising exercises   Pupils will learn about cyber bullying through Social, Personal and Health Education (SPHE), assemblies, friendship week activities and other curriculum projects

The school will engage a speaker to facilitate a workshop on cyber bullying for 3rd to 6th classes annually. Infants will participate in the 'Safer Internet Day' programme

Staff CPD (Continuous Professional Development) will assist in learning about current technologies

Parents will be provided with information and advice on how to combat cyber bullying through information posted on the school website

Pupils will sign an Acceptable Use of ICT (Information and Communication Technology) contract

Parents will be expected to sign an Acceptable Use of ICT contract prior to enrolment and to discuss its meaning with their children

Pupils and parents will be urged to report all incidents of cyber bullying to the school

All reports of cyber bullying will be investigated, recorded, stored in the Principal's office and monitored regularly

Procedures in our school Anti-Bullying Policy shall apply

The Gardai will be contacted in cases of actual or suspected illegal content

This policy will be reviewed annually. Pupils, parents and staff will be involved in reviewing and revising this policy and any related school procedure.

INFORMATION FOR PUPILS

If you are being bullied by phone or on the internet:

Remember, bullying is never your fault. It can be stopped and it can usually be traced

Don't ignore the bullying. Tell someone you trust, such as a teacher or parent or call an advice line

Try to keep calm. If you are frightened, try to show it as little as possible. Don't get angry, it will only make the person bullying you more likely to continue

Don't give out your personal details online — if you are in a chat room, do not say where you live, the school you go to, your email address etc. All these things can help someone who wants to harm you to build up a picture about you

Keep and save any bullying emails, text messages or images. Then you can show them to a parent or teacher as evidence

If you can, make a note of the time and date bullying messages or images were sent, and note any details about the sender

There is plenty of online advice on how to react to cyber bullying. See list below.

Text/video messaging

You can easily stop receiving text messages for a while by turning-off incoming messages for a couple of days. This might stop the person texting you by making them believe you've changed your phone number

If the bullying persists, you can change your phone number. Ask your mobile service provider about this

Don't reply to abusive or worrying text or video messages

Your mobile service provider will have a number for you to ring or text to report phone bullying. Visit their website for details

Don't delete messages from cyber bullies. You don't have to read them, but you should keep them as evidence.

Useful Websites

www.spunout.ie

www.webwise.ie

www.childnet.int.org

 www.npc.ie

www.cybersafeireland.org

 www.kidsmart.org.uk/beingsmart

www.watchyourspace.ie

Compiled in consultation with the Board of Management, teachers, SNA, pupils, parents/guardians.

Appendix 5: Checklist for annual review of the anti-bullying policy and its implementation (copy in BOM minutes)

The Board of Management undertakes an annual review of the school's anti-bullying policy and its implementation. The following checklist is used for this purpose. 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. This will take place mid-year annually.

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?	N/A

analysed to identify any issues, trends or patterns in bullying behaviour?	N/A
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	N/A
Has the Board put in place an action plan to address any areas for improvement?	N/A

Signed: _____   Date: 11/5/22

Chairperson, Board of Management

Signed: _____   Date: 11/5/22

Appendix 6: Notification regarding the Board of Management's annual review of the anti-bullying policy

Appendix 6: Notification regarding the Board of Management's annual review of the anti-bullying policy

To:

The Board of Management of St.Patrick's N.S. wishes to inform you that:

o   The Board of Management's annual review of the school's anti-bullying policy and its implementation was completed at the Board meeting of [date]. *11/5/22*

o   This review was conducted in accordance with the checklist set out in **Appendix 4** of the DES (2013) *Anti-Bullying Procedures for Primary and Post-Primary Schools.*

Signed _____

Chairperson, Board of Management

Signed _____
Principal

Date: *11/5/22*