St. Mary's and St. Gerard's National School

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 St. Mary's & St. Gerard's 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.**

THIS POLICY MUST BE READ IN CONJUNCTION WITH THE SCHOOL'S OVERALL CODE OF BEHAVIOUR AND EXISTING ANTI BULLYING MEASURES AND PROCEDURES.

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.

At St. Mary's & St. Gerard's NS we consider the following to be key elements of a positive school culture:

- We acknowledge the right of each member of the school community to enjoy school in a secure environment
- We acknowledge the uniqueness of each individual and his/her worth as a human being
- We promote positive habits of self-respect, self-discipline and responsibility among all our members
- We actively prohibit vulgar, offensive, sectarian or other aggressive behaviour by any of our members
- We have a clear commitment to promoting equity in general and gender equity in particular in all aspects of our functioning
- We have the capacity to change in response to our pupils' needs
- We identify aspects of our curriculum through which positive and sustainable influences can be exerted towards forming pupils' attitudes and values

➢ We take particular care of 'at risk' pupils and use our systems to identify needs and facilitate early intervention where necessary, thus responding to the needs, fears & anxieties of individual members in a sensitive manner

➢ *St. Mary's & St. Gerard's NS recognises the need to work in partnership with and keep parents informed of procedures to improve relationships within the school community*

➢ *We recognise the right of parents to share in the task of equipping pupils with a range of life skills*

➢ We recognise the role of other community agencies in preventing and dealing with bullying

➢ We promote habits of mutual respect, courtesy and an awareness of the interdependence of people in groups and communities

➢ We promote qualities of social responsibility, tolerance and understanding among our members both in school and outside of school

➢ Staff members share a collegiate responsibility, under the direction of the Principal, to act in preventing bullying/aggressive behaviour by ANY MEMBER of the school community

(b) Effective leadership

➢ The BOM has overall responsibility to ensure that this policy is effective, sustainable and measured. The BOM must ensure that accountability is of the highest standard and frequently must appraise the outcomes of the strategies and measures contained within the policy

➢ ISM Team - (**Named in Appendix A**) - has a clear role to act in a leadership capacity within the school community, stimulating a whole school approach to preventing and tackling bullying and modelling best practice

➢ The Principal of *St. Mary's & St. Gerard's NS*, as key leader, strongly influences attitudes and sets standards in relation to dealing with bullying

➢ Teachers must act as good role models and not misuse authority, but be fair, clear and consistent in their disciplinary measures

(c) A school-wide approach

➢ A whole community approach to the problem of bullying is required and St. Mary's & St. Gerard's NS community comprises management, teachers, non-teaching staff, pupils and parents/guardians

➢ Beyond the school community, bullying behaviour may extend to outside of school. Where this negatively impacts on a school, parents and pupils have a responsibility to support the school in helping to address the issue. This applies particularly (but not exclusively) to cyber-bullying

➢ The assistance of Gardaí, Tusla and Community Workers may be required in some cases

➢ Collective vigilance is needed throughout the whole school/community sector to identify and deal with issues around bullying in a fair and equitable manner

(d) A shared understanding of what bullying is and its impact

➢ *St. Mary's & St. Gerard's NS* endeavours to put in place appropriate systems to ensure that ALL relevant members of the school community (parents, pupils, staff and the wider community) have a shared understanding of what constitutes bullying behaviour as defined in this policy

➢ **(e) Implementation of education and prevention strategies, see section 5 of this policy, (including awareness raising measures) that-**

- build empathy, respect and resilience in pupils
- explicitly address the issues of cyber-bullying and identity-based bullying including, in particular, homophobic and transphobic bullying
- effective supervision and monitoring of pupils

(f) Effective supervision and monitoring of pupils

➢ Staff members have a distinct responsibility to ensure that supervision of pupils in class is effective and consistent

➢ Supervision in playground areas /yards must be managed and conducted effectively. Teachers must work to ensure that pupils play fairly and include others. Kindness is expected. SNAs must bring issues of bullying, unkind behaviour to the attention of the teacher on the yard as soon as practicable.

➢ The Student Council is consulted suitable to members' capacity about playground rules and anti-bullying procedures

➢ The secretary, Crossing Warden and Caretaker should bring any incidents of concern to the attention of the Principal/Deputy Principal as soon as possible, where bullying is suspected.

(g) Supports for staff

➢ Regular discussion and review of policy and procedures are essential to support staff on a continuous basis:*Regular discussion about yard behaviour, bullying, inclusion and other relational issues happens at staff and ISM meetings each year.*

➢ All staff must have a uniform interpretation of what is expected in relation to bullying, how to identify possible bullying behaviours, how to manage disclosures and how to deal effectively with incidents of bullying within the classroom context *Staff discuss incidents where there is ambiguity with the Principal/Deputy Principal. Staff discuss and hold to the agreed definition , which is referred to at staff meetings and at the review of the Policy.*

➢ Staff must be aware that supporting one another is a key aspect of prevention and new/inexperienced members of staff must be given every opportunity to discuss concerns and model best practice

➢ CPD in relation to anti-bullying strategies will be supported and encouraged for all members of staff. *CPD in relation to Restorative Practice is happening. CPD in relation to kindness, Playground behaviour is happening. Each staff meeting offers an opportunity for staff to share CPD.*

(h) Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies);

- the procedures are described in this policy

(i) On-going evaluation of the effectiveness of the Anti-Bullying Policy.

Regular surveys to assess levels of bullying

Consistent reporting at each staff meeting of Bullying incidences

Review every 2 years as a staff and BOM and to meet Cinealtas, and DES requirements

3. In accordance with the *Anti-Bullying Procedures for Primary and Post-Primary Schools,* bullying is defined as follows:

(A) "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.

3 (B) **Bullying behaviours which St. Mary's & St. Gerard's NS has identified as relevant to our context:**

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. A facial expression which conveys disdain, dislike and /or aggression is included here.

2

- Isolation/Exclusion and other Relational
Bullying:

This occurs where a certain person is deliberately isolated, excluded or ignored by some or the entire 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. This may include a group ganging up against one person; non verbal gesturing; malicious gossip; spreading rumours or giving someone the silent treatment . A threat (real or implied) to not be friends if the victim tells is also included here.

- 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 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 may refer to physical appearance,. accent or distinctive voice characteristics , academic ability, traits, interests.

- Damage to Property:

Personal property can be the focus of attention for bullying behaviour. This may result in damage to clothing,pencil cases,school books and contents of school bags.

For further examples of bullying behaviour, please see Appendix B

3

3 (C) The relevant teachers/school personnel for investigating and dealing with bullying are:

Principal, Deputy Principal,Reporting Teacher & Class Teacher.

Principal

- Provides each teacher with a copy of this policy
- Makes this policy available to parents
- Reviews this policy with staff and the BOM annually
- Ensures that there is awareness at particular times in the school year. Anti-Bullying Assemblies happen regularly. Anti-Bullying surveys happen before October mid-term and at the end of term and at other times if necessary
- Assists in the investigation when necessary
- Provides in-service training and support for teachers if required following consultation with teachers
- Reports instances of bullying to BOM each term, outlining the action taken and the steps to ensure that it will not re-occur.
- Informs parents as per the policy about the incidents

- Maintain a positive expectation of the pupil(s) involved once the promise is made not to re-offend.
- Promote positive relations between the pupils involved after, the incident
- Maintain close communication with the class teacher to ensure that there is no recurrence

➢ **Deputy Principal**

- Maintain a positive expectation of the pupil(s) involved once the promise is made not to re-offend.
- Promote positive relations between the pupils involved after, the incident
- Maintain close communication with the class teacher to ensure that there is no recurrence
- Investigates and records incidents of bullying behaviour, as relevant to her class or in the Principal's absence.

➢ **Teacher to whom the child reports/the teacher who observes the behaviour of concern**

- reports the matter to the Class teacher of the pupil concerned

➢ **Class Teacher**

- Investigates the incident as soon as possible by talking to the pupil or using the survey
- If the teacher decides that the behaviour is/ bullying behaviour; a follow up interview is arranged, promise signed by pupil stating how they will treat the pupil going forwards
- Keep appropriate records and store safely
- Monitor the pupils closely
- Check in with the pupil who is the victim of the incident to ensure that the behaviour has desisted
- communicate with parents as per the policy (only if pupil has reached stage 2)
- Communicate with Principal
- Facilitate Restorative Practice if deemed appropriate
- Deliver anti-bullying lesson to the class as appropriate after the incident
- Support and reassure the victim
- Help to re-establish relations between the pupils

➢ **Pupils**

- Report bullying behaviour to class teacher /principal/parents
- Be an upstander, rather than a bystander
- Tell the teacher with your friend if your friend is afraid to go alone.
- Cooperate with investigation by being truthful

- Remember the school rules: Be Kind, Be Responsible,Show Respect.

- **Offending Pupils need to own their misbehaviour and be truthful about their role in the incident when engaging in anti-bullying investigations**

➢ **Parents**

- Allow the school to deal with an in-school Bullying Allegation /incident.

- Report bullying behaviour to class teacher/principal

- Respect the right to privacy of all pupils concerned

- Cooperate with the process which the school follow to investigate the allegation, as per the policy.

4. Education & Prevention Strategies

4. (A) School Wide Approach

- 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 to 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. Buddy system, Poster Competition & activities that can help to support pupils and encourage a culture of peer respect and support.
- Surveys undertaken in 3rd-6th Class at October shortly before mid-term and shortly before the end of each school term
- Development and promotion of an Anti-Bullying Code for the school to be displayed publicly in classrooms and in common areas of the school.
- The school's Anti-Bullying Policy is discussed with pupils and all parents/guardians are given a copy as part of the Code of Behaviour of the school on enrolment.
- The implementation of regular whole school awareness measures ;
- e.g., a dedicated notice board in the school and classrooms on the promotion of friendship and bullying prevention
- seminars for parents/guardians organised by P/A.
- 4 school anti-bullying themed assemblies by Principal or Deputy Principal.
- Promotion of message of kindness, school rules regularly at assemblies
- Foster an attitude of respect for all: promote the value of diversity, address prejudice and stereotyping and highlight the unacceptability of bullying behaviour.
- Foster and enhance 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.

4 (B) Professional Development

- 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.
- Cinealtas action plan discussion.
- 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 teachers.

- Identify clear protocols to encourage parents/guardians to approach the school if they suspect that their child is being bullied. The protocol should be developed in consultation with parents.
- An Acceptable Use Policy is in the school that includes the necessary steps to ensure that the access to technology within the school is strictly monitored, as is the pupils' use of mobile phones (Mobile Phones are prohibited .See Code of Behaviour)
- The listing of supports currently being used in the school and the identification of other supports available to the school.

4 (C) Parents

- Communicate our efforts to combat bullying to the parents/guardians and the wider school community.
- Share information on how parents can deal with and prevent bullying
- Link with P.A., B.O.M. to get feedback and review policy
- A.U.P. & 2024 Smart phone Enniskerry Initiative Pledge : Information to parents

4 (D) **Teachers**

Teach the children

- To manage misunderstandings/conflicts which arise between them in a non-aggressive manner
- To recognise and cope with feelings of anger, jealousy, dislike, annoyance, prejudice, inferiority etc.
- To develop self-discipline
- An awareness of the types of bullying (at class teacher's discretion, class lessons to focus on types of bullying)
- Appropriate online behaviour - how to stay safe online, with an emphasis on developing a culture of reporting any concerns about cyber bullying

- Encourage a culture of telling, with particular emphasis on the importance of bystanders becoming upstanders. 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 ;
- Direct approach to a teacher at an appropriate time, for example after class ;Friends can go with a child to report an incident or can go on their behalf
- Put the information down on your survey
- Hand note up with homework
- Parents can let the school know
- Worry box
- Get a parent/guardian or friend to tell on your behalf
- Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place

5.

5 (A) Implementation of curricula

- The full implementation of the SPHE and the RSE and Stay Safe Programmes
- Continuous Professional Development for staff in delivering these programmes
- School wide delivery of lessons on bullying from evidence based programmes
- School wide delivery of lessons on bullying from evidence-based programmes, e.g., **Stay Safe Programme, The Walk Tall Programme, R.S.E., North Western Health Board-Primary School Health Education Programme, Be Safe-National Safety Council, Safety Puzzle Book, Action for Life, Webwise and The World in the Classroom**
- Art/Poster/Drama lessons to raise awareness of bullying as a form of unacceptable behaviour. Students give their opinions on what they think bullying is. The teacher should

emphasise that children must report all incidents to the class teacher. The class teacher agrees on an Anti-Bullying Code with the class and displays it in the classroom. Art work, posters, slogans, Drama, poems co-operative games etc. could be used.

- Delivery of the Garda SPHE Programmes at primary level. These lessons, delivered by Community Gardaí, cover issues around personal safety and cyber-bullying
- The school will specifically consider the additional needs of SEN pupils with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately
- The school will implement the advice in *"Sexual Orientation Advice for Schools"* (PDST.ie) Regarding homophobic bullying, if the pupils are at an appropriate stage (3rd Class upwards) ,the teacher may address the issue in the following manner: 'The majority of people are attracted to people of the opposite sex. This is called being heterosexual. Some people are attracted to people of the same sex. This is called being homosexual or gay.' To give factual information like this in an open and straightforward way may help to remove the secrecy which is necessary for any bullying to flourish. Homophobic insults will be treated in exactly the same way as racist or other insults – the teacher can calmly explain to the child that such insults are hurtful to the other person and are not acceptable.
- Parent Evenings with guest speakers as the need arises. Resources can be displayed as part of this. Parents are asked to op-operate with this policy and encourage positive behaviour
- Parents are asked to contact the class teacher if they suspect their child or any pupil is being bullied
- Pupils are required to follow this policy and report bullying behaviour to the class teacher

5 (B) Links to other policies

Hereunder is a list of school policies, practices and activities that are particularly relevant to bullying:

Code of Behaviour	Child Protection Policy	Supervision of pupils
Acceptable Use Policy	Attendance	School Tours Policy
Swimming Policy	SEN Policy	H&S Policy
S.P.H.E. Policy		

6. Procedures for Investigating and Dealing with Bullying; Reporting, Addressing & Recording.

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

The teacher exercises his/her professional judgement to determine whether or not bullying has occurred and how best the situation might be resolved. All interviews are conducted with sensitivity outside the classroom, when necessary, and with due regard to the rights of all pupils concerned.

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 bullying behaviour are outlined in sections 6 A, B & C of this policy.Every effort will be made to ensure that all involved (including pupils and parents/guardians) understand this approach from the outset.

6.(A) Reporting bullying behaviour

- Anti-Bullying Surveys take place in 3rd-6th Classes ,4 times per year and additionally , as decided by the teacher.
- Any pupil or parent(s)/guardian(s) may bring a bullying incident to any teacher in the school separate to the surveys to be recorded on an Incident Report Form.
- 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 or cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher or Deputy/Principal.

Style of approach when Investigating and dealing with incidents:

- *Teachers should take a calm, unemotional problem-solving approach*
- *reform not Blame Approach, once the pupil shows that they are willing to cooperate*
- *The incident will be investigated and The teacher will exercise professional judgement to determine whether bullying has occurred and as to how it can be resolved*
- *The procedures in the Bullying Policy will be followed*
- *The Restorative Approach will be followed , if deemed appropriate, to build back friendships and safety for pupils concerned*
- *A positive view of our pupils always underpins our dealings with behaviour*
- *In the interests of pupil's right to privacy ;any situation where disciplinary sanctions are required, is a private matter between the pupil being disciplined, his or her parent(s)/guardian(s) and the school.*
- *Each school year brings a fresh start .*
- *A bullying record can be shared with second level schools if the incident occurred in the preceding school year*

This is a summary of the steps involved in the investigation and follow up process in our school.

6B Procedures

Step 1

- Survey or Incident Report
- Investigation & teacher decision
- Teacher-Pupil interview
- Pupil Promise to be signed by pupil
- Teacher informs Principal & Deputy Principal
- Principal informs B.O.M.

Step 2

- Survey or Incident Report
- Investigation & teacher decision
- Teacher-Pupil interview
- 2nd Pupil Promise to be signed by Parent and child.Principal involved.
- Teacher informs Principal & Deputy Principal
- Principal informs B.O.M.

Step 3

- Survey or Incident Report
- Investigation & teacher decision
- Teacher-Pupil interview
- Teacher informs Principal & Deputy Principal
- Principal informs B.O.M.
- Parents meet with Principal.
- The Code of Behaviour now applies.

Step 4

- Code of Behaviour to address Bullying
- For serious instances of bullying behaviour, a child may be withdrawn to a neighbouring classroom , with notice, for an agreed period. Neither class will not be made aware of the reason for this. A Think Sheet and an anti-bullying exercise will be completed by the pupil to be signed by parents following discussion at home.

Step 5

- If the pupil continues to engage in bullying behaviour, suspension will happen as the per Code of Behaviour; Serious Misbehaviour (See Code of Behaviour;Implementing the Suspension)
- Suspension For a period of one to three days as decided by the Principal ,following the procedures in the Code of Behaviour for implementation of the suspension.
- A student will not be suspended for more than 3 days except in exceptional circumstances
- Close supervision and monitoring of the behaviour will continue.
- Parents will be advised of support services for their child. They may be signposted to a professional support service .

- Serious incidents of bullying behaviour in accordance with Child Protection Procedures will be referred to Tusla, HSE – Children and Family Services and/or Gardai as appropriate

- *If the pupil refuses to sign this Behaviour Promise, and has been found to be bullying, then the matter is referred immediately to the school Principal. Parents / guardians will be made aware of this behaviour and requested to come to meet class Principal with a view to complying with the Policy. Parents are given the opportunity of discussing ways in which they can reinforce and support the actions been taken by the school . It is expected that the pupil will then sign the Promise, with the support of their parents. If , following discussion(s) with parents the pupil refuses to sign the promise. This is regarded as Unacceptable Behaviour, Serious, on our school Code of Behaviour and will be dealt with accordingly.*

6 (C) Recording of bullying behaviour

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

Informal-

Pre-determination that bullying has occurred e.g. ***a pupil or upstander or parent has passed a concern to a teacher (Record to be used:Incident Report See Appendix C "Incident Report")***

All staff must keep written records (Incident Report) of any incidents witnessed by them or notified to them. All incidents must be reported to the relevant class teacher

- While all reports, including anonymous reports of bullying, must be investigated and dealt with by the relevant teacher, the relevant teacher must keep a written record of the reports, the actions taken and any discussions with those involved regarding same. These actions and decisions will be recorded on the back of the Incident Report
- The relevant teacher must inform the Principal of all incidents being investigated
- The documents will be stored securely and will be archived at year end.

Formal

Stage 1- Determination that bullying has occurred (records to be used: See Appendix D: Anti-Bullying Survey**,** Appendix E : Recording Bullying Behaviour, Appendix F: Interview , Appendix G: Promise)

- The teacher retains the surveys (See Appendix D:Anti-Bullying Survey....), Interview Forms and Behaviour Promise Forms.

Stage 2-Appendix 3 (From DES Procedures)

The relevant teacher must use the recording template attached to record the bullying behaviour in the following circumstances:

a) When the relevant teacher decides that bullying behaviour has occurred

b) 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

c) All confirmed instances of bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable

(The recording template must be retained by the relevant teacher in question and a copy maintained by the Principal)

6 (D) If bullying has not been adequately addressed within 20 days

- 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 that bullying behaviour has occurred, it must be recorded by the relevant teacher in the \DES recording template (Appendix E)
- 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 parent(s)/guardian(s)s or the school Principal or Deputy Principal
- Where a parent(s)/guardian(s) is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent(s)/guardian(s) must be referred, as appropriate, to the school's complaints procedures
- In the event that a parent(s)/guardian(s) has exhausted the school's complaint 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

6 (E) Established intervention strategies

- Surveys
- Post-Survey Interviews
- Behaviour Promise
- Restorative Practice Approach
- Restorative Interviews
- Restorative Conferencing
- Working with parent/guardian to support school interventions
- No Blame Approach
- Circle Time
- Break Through the cloud of Bullying, Sean Fallon

St. Mary's & St. Gerard's NS is committed to exploring these interventions further:

- Restorative Practice

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

7 (A) Supports

- 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.
- Cinealtas Guidance
- Forgiveness and relationship restoration
- SPHE Lessons
- Stay Safe Programme
- NEPS programmes on www.neps.ie
- Friends For Life
- Weaving Well-Being Programme
- Buddy System
- Care Team Support including Social Skills Group (depending on the needs in a given school year
- Group work such as Circle Time

- Whole school / class lessons are taught dealing with respect, self-esteem, the issue of bullying and the child's rights
- School Rules regularly reinforced: Be kind, Be Responsible, Show Respect,

7 (B) Procedures for referring individuals who need specific support from outside agencies are as follows:

- Lucena Clinic: Principal / class teachers may advise parents to seek an appointment with Lucena Clinic. Children can be referred to Lucena at their parents' request by the family doctor
- NEPS: Children are referred to NEPS by class teacher/school principal
- If pupils require counselling or further supports the school will endeavour to liaise with the appropriate agencies.
- **NEPS may also be contacted for advice**

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.
- There are agreed supervision and monitoring practices in the school
- Pupils are not allowed to have mobile phones in school
- Bullying danger spots have been identified as the playground, area by portacabin, front exit area, toilets, resource rooms, computer room and corridors, school tours/trips, after school activities and swimming lessons
- Parents and pupils have been consulted in the identification of these danger spots
- Pupils will be involved as a resource to assist in counteracting bullying through the Student Council.
- In relation to Acceptable Use Policy in the school the following issues are addressed:
- no internet access for pupils.
- The ipads are for learning purposes only
- The Schools' Broadband Programme has blocked all social networking sites

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. Policy Review

Teachers assess regularly the level and type of bullying that may be happening in the school. Action, if necessary, will be taken as a result of knowledge of such incidents.

11. This policy has been made available to school personnel, published on the school website and is readily accessible to parents and pupils on request and provided to ***the Parents' Association which was an active partner in its compilation.*** A copy of this policy will be made available to the Department and the Patron if requested.

12. Review Process

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, 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.

Success Criteria:

- If children, parents and staff are happy that everything that can be done is being done;
- If there is raised awareness;
- If there is evidence of children reporting; and
- If there is no increase in bullying behaviour.

13. Principal's Report to Board of Management

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

- The overall number of bullying cases reported since the previous report of the Board of Management)
- Confirmation that all cases referred to above have been or are being dealt with in accordance with the school's Anti-Bullying Policy and the Anti-Bullying procedures for Primary & Post Primary Schools.

14. Availability of this Policy

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.
A Summary Copy is available on the website and parents are encouraged to come to the Principal for further explanation of any aspect of the policy.

This policy was adopted by the Board of Management on 14th May 2024

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

Date: 14/5/2024. Date: 14/5/24

Date of Last Review: May 2021

From

Appendices

Appendix A: Internal School Management Team
Appendix B: Types of Bullying Behaviour
Appendix C: Incident Report Form
Appendix D: Anti-Bullying Class Survey
Appendix E:Template for Recording Bullying Behaviour
Appendix F: Interview Form
Appendix G: Behaviour Promise Form
Appendix H: Think Sheet
Appendix I: Cyber-Bullying

Appendix A: Internal School Management (ISM) Team

Deirdre Morgan
Alison McConnell
Anne Malone
Olivia Murphy
Nicola Healy

Appendix B: Types of Bullying Behaviour

Bullying behaviours which St. Mary's & St. Gerard's NS has identified as relevant to our context:

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 of behaviours listed above
Cyber	· 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.,TikTok/Whats App/X/YouTube/Instagram or on-line games , social media platforms · Abusive website comments/blogs/pictures

	· Abusive posts on any form of communication technology
Identity Based Behaviours Including any of the nine discriminatory grounds mentioned in Equality Legislation (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).	
Homophobic and Transgender	· Spreading rumours about a person's sexual orientation · Taunting a person of a different sexual orientation · Name calling e.g., gay, queer, lesbian...used in a derogatory manner · Physical intimidation or attacks · Threats
Race, nationality, ethnic background and membership of the Traveller community	· Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background · Exclusion on the basis of any of the above
Relational	This involves manipulating relationships as a means of bullying. Behaviours include: · Malicious gossip · Isolation & exclusion · Ignoring · Excluding from the group · Taking someone's friends away · "Bitching" · Spreading rumours · Breaking confidences · 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

Appendix C: Incident Report Form

St Mary's & St Gerard's
Anti-Bullying Campaign
Please return to the relevant Teacher

INCIDENT REPORT FORM

Source of Report: Tick ✓ as appropriate Parent ☐ Pupil ☐ Staff-Member ☐ Survey ☐ Other ☐

Date: _____

Name of Reporting Person (if applicable):

If Staff Member: _____

If Pupil: _____ Class: _____

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: _____

_____ Class/Group: _____

Others who were there: _____

_____

Initial Details of Incident: _____

_____

_____

_____

_____

_____

Action taken will be outlined on reverse

Appendix D:Anti-Bullying Class Survey

St Mary's & St Gerard's NS

Please read all the "bold" parts of the points below to senior pupils (5th & 6th Classes - aged 11-12 years) before class surveys. For younger pupils (3rd & 4th Classes give a shorter, simpler version, e.g. points 1, 3, 5, 8, 10 & 11.

Where This School Stands on Bullying

1. **When someone is being mean and does or says things over and over again to upset or annoy someone else this is what we call BULLYING. This could include pushing or hitting them, "going at" their stuff, not letting them join in, calling them names, saying nasty things to them or about them, or "making fun" of them in any way.**
2. **If six pupils "pick on" someone just once each day for a week the targeted pupil is "picked on" and upset 30 times that week. That is BULLYING and it is very unfair.**
3. **Pupils who are bullied over and over again by others feel bad, sad, miserable and embarrassed. Even if they laugh and don't let on or if they pretend they don't mind, they really want it to stop!**
4. **Our school policy on bullying says that Bullying is wrong. We all have a role to play in standing up to bullying.**
5. **Pupils have a right not to be bullied because they are different. We are all different and that is a very good thing. What is important is that everyone deserves equal respect.**
6. **You do not have to like everyone in your class group but you must still respect them.**
7. **Often pupils who bully others do not realise the serious harm they are doing**. Bullying can be very deeply damaging.
8. **Pupils who see or know about bullying and do not tell a teacher are helping the bullying pupil to continue bullying. If they report the bullying it can be stopped and everyone can "live happily ever after," even the bullying pupils(s). It is very important to report all bullying to a teacher.**
9. **In this school we try to bring bullying to an end so we don't need to tell the Principal, Parents, the Board of Management or the Gardaí**
10. **We want all bullying to stop – NOW! If we hear that a pupil is bullying others we want to quietly meet that pupil, explain how serious and unfair bullying is and how bad it feels for anyone to be bullied. We want to ask that pupil for a promise to stop the bullying. If the bullying stops nobody will be punished and <u>that will be the end of the matter</u>. But the bullying must stop!**
11. **We need your help. We need to know if there is anyone we need to talk to about bullying. We will now do a survey where you answer questions. You will be putting your name on it. We need you to tell the truth in the survey. If your answers are different from everyone else's it will look like you are not telling the truth - like you are helping those who bully others by hiding the truth.**
12. **In the survey you will be asked if you have "picked on" any pupil(s) yourself and also to name anyone in your class or in the school who has done so. Please be honest here. Remember! We simply want to talk to those involved, and if the bullying stops the matter will end quietly there. But we need to know who to talk to. Thank you!**

St Mary's & St Gerard's N.S.

Anti-Bullying Campaign

Regular Class Survey

I know that being mean to someone over and over again is bullying and this is unfair. I also know that if I see or know about someone bullying others I should tell a teacher. **I know that anyone who bullies others but then signs a promise to stop and keeps that promise will not be punished and will not be in trouble so everyone can "live happily ever after."**

Your Name (Block Letters): _____ Class/Year: _____

Name any pupils(s) in your class that you know get called names or get teased, hurt or badly treated than most others:

_____

_____

Does this involve . . .

Calling them names ☐ Making fun of them ☐ Going at their stuff ☐

Not letting them join in ☐ Pushing them ☐ Hitting or Kicking ☐

Any other ways someone is mean to them: _____

_____

Name any other pupils who know about this even though they may not be doing it:

_____

Have you ever treated them this way?

Often ☐
Sometimes ☐
Never ☐

Name any pupil(s) in your class that you know regularly treat(s) them this way:

_____

_____

Do you think some pupils are more mean to you than to others in your class? Yes ☐ No ☐

Name others who know about this: _____

What I have written above is true.

Name: _____ **Date:** ___/___/___

Appendix E: 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	

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

Playground	
Classroom	
Corridor	
Toilets	

Other	

School Bus	
Other	

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

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

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

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

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 F: Pupil Interview Template

St Mary's & St Gerard's NS

Alleged Bullying Interview Sheet

This interview should be conducted in an amicable way, seeking information and a promise

Team Member(s): _____ ***Time:*** _____ ***Date:*** ____/____/____

Interview with: _____ ***Class:*** _____ ***Due to Report/Survey (R/S):*** _____

1. ***Do you know that if people are mean to someone over and over again, calling them names, hitting them, upsetting them or annoying them, this is what we call bullying (Y / N)?*** _____
2. ***We want all our pupils to be happy in school, including you. If some pupils were being mean to you we would try to get them to stop. Nobody should be mean to you. Do you understand this?*** __
3. ***We did a survey about bullying and we are now worried that a pupil in your class is being bullied. Are you surprised (Y / N)?*** _____ ***Explain:*** _____
4. ***Who do you think might be getting bullied in your class?*** _____ ***(Probe)***
5. ***The pupil is:***__ _____
6. ***The survey shows that pupils in your class think you have been bullying her/him a bit. What have you been doing that might make them think this?*** _____ ***(Probe)***
7. ***I now want to ask you a lot of questions to find out what else might have been happening. If you tell the truth when you answer these questions I will know that, if it is bullying and if you promise to stop, I can believe you. We already know some things you may have done but we need to know the whole story. Are you ready to truthfully answer a lot of questions (Y / N)?*** _____

(Use the checklist overleaf, then return to complete the section below). ***P.T.O.→***

---

8. ***Why have you been treating her/him this way?*** _____ ***(Probe)***
9. ***Have you ever been bullied? (Y / N)*** _____ ***If 'Yes,' how did it feel?*** _____ ***(Probe)***
10. ***Imagine your Mother being treated this way by big people at her work. How do you think she would feel?*** _____ ***(Probe)***
11. ***If you knew she was treated this way how would you feel?*** _____ ***(Probe)***
12. ***Now, can you understand how unfair it is to treat someone like this (Y / N)?*** _____
13. ***Did you know that bullying breaks our school rules (Y / N)?*** _____
14. ***We do not want to tell the Principal*** *(depending on seriousness you may add* ***"or the Board of Management"*** *or* ***"or even the Gardaí")*** ***about this. We need to know that you know how serious it is and we need to know for sure that it will not happen again. Can you promise this (Y / N)?*** _____

We will now ask you to sign a written promise (Decide which version?)

To be completed by team member later:

Parent signature required (Y/N)? _____ ***Promise signed (Y/N)?*** _____

Returned with parent signature (Y/N)? _____ ***Date:*** ____ / ____ / ____

St Mary's & St Gerard's Anti-Bullying Campaign

Bullying Behaviour Checklist

Please use the letter "Y" for "yes," or "sometimes" or even for "once."

Pupil Name: _____ *Class:* _____ *Date:* ___/___/___

When you are with (N): _____ have you ever . . .

Verbal: Called (N) names? ___ *(E.g. Ref. Survey).*
Said things to make (N) feel bad? _____
Said (N) is "thick"? _____
Said nasty things (N) heard? _____
Teased (N) (Toilets/Dressing Room)? ____
Teased (N) about appearance? _____
Said (N) is "a swat"? _____
Said nasty things about (N)'s parent (e.g. mother) or family? _____
Said bad things or made fun of (N) re.
Skin Colour? _____
Religion? _____
Nationality? _____
Home Background? _____
A disability (special needs)?_____

Written: Written nasty notes about (N)?_____
Written graffiti about (N)? _____
Sent text messages about (N)?_____
Put nasty things about (N) on the Internet? _____
Sent an embarrassing phone message about (N)? _____

Property: "Borrowed" (N)'s stuff without (N)'s permission? _____
Hid (N)'s stuff? _____
Stole (N)'s stuff? _____
Damaged (N)'s stuff? _____
"Went at" (N)'s stuff? _____
Tried to get money from (N)? _____

Discrimination: Treated (N) badly because (N) seems "different"? _____
Treated (N) badly because you think he is "not like us?" _____

Social: Laughed at (N), with others, knowing that (N) could hear you? _____
Pretended (N) wasn't there? _____
Given (N) a "dirty" or disgusted look? _____
Left (N) out of games? _____
Left (N) alone on bus, in yard etc? _____
Tried to cause trouble between (N) and (N)'s friends? _____
Made fun of (N) in front of others? _____
Stared at (N) as a group? _____
Said (N) said things he did not say? _____
Spread rumours about (N)? _____

Intimidation: Given (N) an angry stare? _____
Given (N) a disgusted look? _____
Tried to make (N) angry? _____
Threatened (N)? _____
Ganged up on (N)? _____
Followed (N) around? _____
Sent (N) a threatening text? _____
Forced (N) to do something (N) did not want to do? _____

Physical: Thrown objects at (N)? _____
Pulled (N)'s hair? _____
Stuck a pencil/pen in (N)? _____
Pushed (N)? _____
Punched (N)? _____
Kicked (N)? _____
Hit (N)? _____
Pinched (N)? _____
Splashed/Wet (N)? _____
Tripped (N)? _____
Spat at (N)? _____
"Head-locked" (N)? _____
Grabbed at (N)'s private parts? ____

Any other details or comments: _____

_____

Return to main interview sheet overleaf and complete it now! ***P.T.O.*** →

Appendix G: Behaviour Promise

St Mary's & St Gerard's NS

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, (*e.g. hair colour, skin colour, what we wear, height, weight, size, accent, religion, nationality, whether we are gay or straight, where we live or have lived, what we like to do, whether we are loud or quiet, how good we are at learning, how well we study, how good we are at sports, whether we like music etc. 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 that I am entitled to fair, equal, respectful treatment in school because of the school's Code of Behaviour and outside of school too.

I also know that all other pupils are entitled to 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")*

_____

_____

_____

_____

_____

_____

Signed: Pupil: _____ Date: ___/___/___

Teacher: _____

St Mary's & St Gerard's Anti-Bullying Campaign

Pupil, Supported By Parent, Behaviour Promise

Pupil Name: _____ *Class:* _____

I know that all of my fellow pupils are different from each other and from me in many ways, (*e.g. hair colour, skin colour, what we wear, height, weight, size, accent, religion, nationality, whether we are gay or straight, where we live or have lived, what we like to do, whether we are loud or quiet, how good we are at learning, how well we study, how good we are at sports, whether we like music etc. 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 that I am entitled to fair, equal, respectful treatment in school because of the school's Code of Behaviour and outside of school too.

I also know that all other pupils are entitled to 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")*

_____

_____

_____

_____

_____

Signed: Pupil: _____ Date: ___/___/___

Teacher: _____

Parent or Guardian: _____

Appendix H: Think Sheet

Think Sheet

Draw or write, what happened, what you thought, what you felt and what you did in the boxes below.

What happened?

What was I thinking and how did I feel at the time?

Who has been affected by what I did and how have my actions affected them?

What could I have done differently?

What can I do to makes things right?

Signed: _____ child Date: _____

Signed: _____ parent(s)/Guardian(s)

Signed: _____ Principal

APPENDIX (I): Types of Behaviour Involved in Cyber Bullying

These guidelines provide assistance in identifying and describing the types of behaviour involved in cyber bullying. The means of cyber bullying are constantly changing, and the following list of types of bullying behaviour can be expanded in light of the experience of the school community:

Types of Behaviour in Cyber Bullying...

1. Hate Sites

- Encouraging other people to join the bullying by publishing someone's personal details or linking to their social network page.
- Abusive messages.
- Transmitting abusive and/or threatening messages.
- Chat rooms and discussion forums.
- Posting cruel and/or or abusive comments about someone.

2. Mobile Phones

- Sending humiliating and abusive video messages or photographic images messages.
- Making silent or abusive phone calls.
- Sending abusive text messages.
- Interactive gaming.
- Locking victims out of games.
- Spreading false rumours about someone.
- Hacking into someone's account.
- Sending viruses.
- Sending hacking programs to another person.
- Unauthorised interference with a computer device.

3. Abusing Personal Information

· Transmitting personal photos, videos emails.

· Posting blogs where others could see them without the owner of the blog's permission.