

St. Paul's S.N.S. Whole School Plan



Anti-bullying Policy

Anti-Bullying Policy

School Position on Anti-Bullying

St. Paul's school community believes that each pupil has a right to an education free from fear and intimidation which reflects our school motto "*happy, confident children, respect others*".

The school regards bullying as a serious infringement of individual rights and a serious threat to the self-esteem and self-confidence of targeted pupil(s). Therefore, it does not tolerate bullying of any kind.

Every report of bullying is treated seriously and dealt with, having due regard for the wellbeing of the targeted pupil(s) and the perpetrator(s).

The immediate priority, should a bullying incident occur, is ending the bullying, (*thereby protecting the person(s) being targeted*) and resolving the issues and restoring the relationships.

All pupils are expected to contribute to the creation and maintenance of a safe environment in the school. On becoming aware of any bullying situation, involving members of the school community they should notify a trusted adult. Bullying behaviour is too serious not to report.

Context

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. Paul's school has adopted the following anti-bullying policy within the framework of the school's overall code of behaviour. This policy fully complies with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools* which were published in September 2013.

Key Principles

The Board of Management and school community recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:

- ***A positive school culture and climate which-***
 - is welcoming of difference and diversity and is based on inclusivity;
 - encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
 - promotes respectful relationships across the school community;
- ***Effective leadership;***
 - There is a year head for each class band who is responsible for discipline and wellbeing of pupils.
- ***A school-wide approach;***
 - A shared understanding of what bullying is and its impact build empathy, respect and resilience in pupils;
 - The SPHE curriculum is taught in its entirety throughout the 2 year cycle.
 - explicitly address the issues of cyber-bullying and racial bullying.
 - Effective supervision and monitoring of pupils.
 - 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.
- ***Supports for staff;***
 - CPD opportunities are provided for staff.
 - Regular opportunities for collaboration between staff.

Definition of Bullying

In accordance with the Anti-Bullying Procedures for Primary and Post-Primary Schools, **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, video or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

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

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

The school acknowledges that there are three parties involved in bullying - those who bully, those who are bullied and those who witness the bullying. Staff and teachers bear this in mind when dealing with bullying incidences and try to support and work with all parties involved.

Responsible Teachers

The relevant teacher(s) for investigating and dealing with bullying is (are) as follows: (see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

1. Class teacher(s) of pupil(s) involved.
2. The teacher(s) that witnesses bullying or to whom bullying is reported.

3. The Post Holder assigned to year band.
 - 3rd class - Ms Crinion
 - 4th class - Ms Halvey
 - 5th class - Ms. Hennessy
 - 6th class - Ms. Corey (Deputy Principal)
4. Ms. Carthy (Principal)

Education and Prevention Strategies

The education and prevention strategies (including strategies specifically aimed at cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying) that will be used by the school are as follows (see Section 6.5 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

School-wide approach:

- A school-wide approach to 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. At staff meetings throughout the year behaviour is discussed and it is ensured that all are aware of procedures.
- An **annual audit** of professional development needs with a view to assessing staff requirements through internal staff knowledge/expertise and external sources
- **School wide awareness raising** 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.
- **A Positive School Culture** is promoted St. Paul's:
 - Best Line of the week in the yard (Extra Basketball)
 - Pupil of the Week and Class of the Week
 - Class Dojo implemented in all classes
 - Art Competitions

- Digital Ninja Competitions
 - Assembly Awards
 - Well Done Board - celebrates our pupils' achievements
 - School Website showcases our successes and highlights achievements.
 - Extra-curricular activities: Basketball, Soccer, G.A.A, Music Generation, Gardening with Ron, School Quiz team, Athletics School Team.
 - Active School - We have an Active School Flag and there are many physical activity initiatives that are embedded in the school.
 - Pupil leadership is promoted and valued - Active Agent Committee and Digital Committee.
 - Music Generation
 - School Tours
 - St. Paul's participates in the Junior Achievement programme annually.
 - Summer Camps take place annually which offer an array of activities to promote the holistic development of all our pupils.
 - A huge emphasis is placed on staff relations in St. Paul's. There is a social committee that organises staff bonding events annually.
 - Intercultural day/week. Children of all cultures and backgrounds are celebrated through showcasing their traditions, food, dress etc.
 - Musicals/Christmas shows take place.
 - Grandparents Day takes place.
 - 6th Class Graduation takes place annually involving parents also.
 - Parents Council play an important role in fundraising for the school and holding raffles/competitions throughout the school annually.
 - Our HSCL plays a vital role in creating and maintaining the lines of communication with our parents in the community.
 - Parents Courses are organised in liaison with St. John's and take place in our Parents Room.
- The school's **anti-bullying policy** is discussed with pupils and all parent(s)/guardian(s). The code of behaviour and anti-bullying policies will be made available on our website www.stpaulssns.com
 - The implementation of (e.g. per year/per term/per month/per week) **whole school awareness measures** e.g. the promotion of friendship, and bullying prevention; Friendship Week and parent(s)/guardian(s) seminars; school assemblies.
 - **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, e.g.:
 - Direct approach to teacher at an appropriate time, for example after class.
 - Hand note up to teacher.

- Get a parent(s)/guardian(s) or friend to tell on your behalf.
 - Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- Parent(s)/guardian(s) are welcomed to approach the school if they suspect that their child is being bullied.
 - Implementation of the school's **Acceptable Use Policy** in the school to include the necessary steps to ensure that the access to technology within the school is strictly monitored and the pupils' use of mobile phones is strictly prohibited.

Implementation of curricula

- The full implementation of the **SPHE** curriculum 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, e.g. Stay Safe Programme, The Walk Tall Programme.
- Targeted delivery of lessons on **Cyber Bullying** and **Diversity and Interculturalism** at the appropriate class levels.
- Internet Safety programme by **Zeeko** takes place annually with 5th and 6th classes.
- Some staff are accredited "**Friends for Life**" facilitators and the evidence based programme has been implemented with 3rd classes.
- **Anti-Bullying workshops** with 5th and 6th classes take place annually.
- The school will consider the additional needs of **SEN pupils**. S.E.T teachers may withdraw pupils with additional needs to specifically teach strategies on how to deal with and respond to bullying if needed.
- St. Paul's participates in the **School Completion Programme** which is aimed at supporting certain pupils with social skills and self-esteem.
- Many of our teachers are trained in the **Incredible Years Programme** in conjunction with NEPS.

Links to other policies

School policies, practices and activities that are particularly relevant to bullying, e.g. Code of Behaviour, Child Protections policy, Supervision of pupils, Acceptable Use policy, Attendance, Sporting activities, date protection, record keeping and RSE.

School's Procedure for investigation, follow-up and recording of bullying

The school's procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows (see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

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 school's procedures must be consistent with the following approach.

Every effort will be made to ensure that all involved (including pupils, parent(s)/guardian(s) understand this approach from the outset.

Reporting bullying behaviour

- Any pupil or parent(s)/guardian(s) may bring a bullying incident to any teacher in the school. It is important that the class teacher (s) of the children and year heads if necessary are informed as soon as possible. **Incident report forms (Appendix 2)** will be kept in all classrooms and in the office and are completed thereafter.
- All reports will be investigated and dealt with by the classroom teacher of the children involved and year heads if necessary.
- Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher.

Investigating and dealing with allegations of bullying behaviour:

- The teacher(s) investigates the allegation of bullying behaviour with a view to establishing the facts and bringing any such behaviour to an end. In investigating and dealing with allegations of bullying, in a calm and unemotional manner, the teacher(s) will determine whether bullying has occurred and how best the situation might be resolved;
- Parent(s)/guardian(s) and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible;
- The school, reserves the right to ask any teacher to write an account of what happened as part of an investigation.
- 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.

- Where possible incidents should be investigated outside the classroom situation to ensure the privacy of all involved;
- When analysing incidents of bullying behaviour, teachers should seek answers to questions of what, where, when, who and why.
- If a group is involved, each member may be interviewed individually at first. Thereafter, all those involved may meet as a group. At the group meeting, each member may be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements;
- In cases where it has been determined that bullying behaviour has occurred, the parent(s)/guardian(s) of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy). The school should give parent(s)/guardian(s) an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports provided to the pupils;
- Where it has been 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;
- It must also be made clear to all involved that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parent(s)/guardian(s) and the school;
- When an investigation is completed and/or a bullying situation is resolved the 'relevant teacher' will complete an incident report form (Appendix 2) of the investigation.
- All documentation regarding bullying incidents and their resolution is retained securely by the relevant teacher during investigation and thereafter is securely stored in the office.

- **Sanctions:**

Where a pupil has been found to have engaged in bullying behaviour, any of the following sanctions may be imposed:

- S/he may be given a verbal warning with the condition that bullying ends;
- S/he may be required to formally sign a promise that the bullying will end;
- Loss of privileges (at the discretion of the teacher).
- Parent(s)/guardian(s) may be contacted by the 'relevant teacher' and informed of the nature and extent of the bullying behaviour with a view to agreeing a strategy whereby a promise to end the bullying behaviour;
- Parent(s)/guardian(s) may be invited to a meeting with the 'relevant teacher(s)'.

- Parent(s)/guardian(s), the relevant teacher(s) and the Deputy Principal/Principal meet.
- The pupil may be suspended from the school. (See school's Code of behaviour)
- The case may be referred to the Board of Management and the pupil may be expelled from the school.

Follow up and Recording:

- 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;
 - Any feedback received from the parties involved,
- Follow-up meetings with the relevant parties involved may be arranged.
- 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 complaints procedures and is still not satisfied, the school must advise the parent(s)/guardian(s) of their right to make a complaint to the Ombudsman for Children.

Recording of bullying behaviour

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

Informal- pre-determination that bullying has occurred

- All staff must keep a written record of any incidents witnessed by them or notified to them on the incident report form. Incident report forms will be kept in all classrooms and in the office. All incidents must be reported to the class teacher.
- While all 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 relevant teacher may involve as they see fit the Year Head/Deputy Principal/Principal of all incidents being investigated.

Formal Stage 1-determination that bullying has occurred

- If it is established that bullying has occurred, the parents/guardians will be informed and relevant sanctions will be applied.

Formal Stage 2-Appendix 3 (From DES Procedures)

The relevant teacher must use the recording template at **Appendix 3** to record the bullying behaviour in the following circumstances:

- a) in cases where he/she considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour occurred; and
- b) Where the school has decided as part of its anti-bullying policy that in certain circumstances bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable.

When the recording template is used, it must be retained by the Deputy Principal.

School's Programme of Support

Bullied pupils:

- Ensuring that the bullying ceases,
- Continue to foster a school culture of respect for bullied pupils and all pupils,
- Continue to foster a school culture of empathy towards and support for bullied pupils,
- Indicating clearly that the bullying is not the fault of the targeted pupil through the awareness-raising programme,
- Helping bullied pupils raise their self-esteem by encouraging them to become involved in activities that help develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school).
- If pupils require counselling or further supports the school will endeavour to liaise with the appropriate agencies to organise same, i.e. NEPS, School Completion Programme, HSE.

Bullying pupils:

- Making it clear that bullying pupils are not blamed or punished and get a 'clean sheet' when they change their ways,
- Making it clear that bullying pupils are doing the right and honourable thing by changing their ways and giving them praise for this,
- If pupils require counselling or further supports the school will endeavour to liaise with the appropriate agencies to organise same, i.e. NEPS, School Completion Programme, HSE.
- Helping those who need to raise their self-esteem by encouraging them to become involved in activities that develop friendships and social skills (e.g. participation

- in group work in class and in extra-curricular group or team activities during or after school),
- Using learning strategies throughout the school and the curriculum to help enhance pupils' feelings of self-worth,
 - In dealing with negative behaviour in general, encouraging teachers and parents to focus on, challenge and correct the behaviour while supporting the child,
 - In dealing with bullying behaviour seeking resolution and offering a fresh start with a 'clean sheet' and no blame in return for keeping a promise to reform.

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.

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.

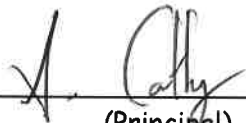
Adoption by the Board

This policy was adopted by the Board of Management on _____ [date].


This policy has been made available to school personnel, published on the school website (or where none exists, is otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A copy of this policy will be made available to the Department and the patron if requested.

This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website (or where none exists, be otherwise readily accessible to parents and

pupils on request) and provided to the Parents' Association (where one exists). A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: 
(Principal)

Date: 17/10/22

Signed: 
(Chairperson of Board of Management)

Date: 17/10/22

Date of next review: _____

Appendix 1

Examples of bullying behaviours:

<p>General behaviours which apply to all types of bullying</p>	<ul style="list-style-type: none"> • 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.
<p>Cyber</p>	<ul style="list-style-type: none"> • 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/You Tube or on games consoles • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Unwelcome or inappropriate sexual comments or touching • Harassment
Special Educational Needs, Disability	<ul style="list-style-type: none"> • 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

Log of Actions

(Please record any interview, phone-call, consultation with pupil, parents, staff member as relevant)

Date:	
	Signed: Date:

Appendix 3 Template for recording bullying behaviour

Name of pupil being bullied and class group

1. 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:

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)
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