

<b>Policy name:</b>	Anti-Bullying Policy	<b>Review frequency:</b>	Annually
<b>Written by:</b>	Fiona Collins	<b>Next review date:</b>	December 2019
<b>Approved by:</b>	Board of Management	<b>Revision version:</b>	Rev. 6

## Anti-Bullying Policy

### Purpose of this policy

The purpose of this policy is to describe how Francis St. C.B.S. Board of Management, Principal, teachers and staff manage bullying in the school. It details the types of Bullying that can occur, describes the impact of Bullying on its victims, outlines the steps to be followed if Bullying occurs and finally, lists possible sanctions should the Bullying behaviour persist. This policy primarily addresses pupil-to-pupil bullying but recognising that there can be conjunction with the **(PJP-01) Child Protection Policy**, **(PJP-02) Code of Good Behaviour** and **(PJP-15) Internet Acceptable Use Policy**.

### Scope of this policy

This policy applies to all members of the Board of Management, all teachers and individuals employed by the school, all pupils of the school and their parents. This policy complies with all the requirements detailed in *Anti-Bullying Procedures for Primary and Post Primary Schools*, DES Sept 2013 and in circular 045/2013 issued by the Department of Education and Skills informing all schools of their responsibilities according to these procedures.

### Responsibility for implementation of this policy

It's the responsibility of the Board of Management to write, approve, adopt and review this policy as per its review frequency requirements. It is the responsibility of the Principal to ensure its day-to-day implementation within the school.

### Section 1: Introduction, Aims and Reference Materials

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 Francis St. C.B.S. 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. It also uses the policy template provided in Appendix 1 of the DES publication as the basis for this document.

As outlined in our Mission statement, Francis St. C.B.S. strives to provide a safe, secure, and supportive environment for all pupils and staff, where each individual is valued and difference respected. Consequently Bullying is deemed unacceptable behaviour and all efforts are made to eliminate it from school activities.

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:

#### **Fostering 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;
- **Effective leadership at all levels;**
- **A school-wide approach;**
- **A shared understanding of what bullying is and its impact;**
- **Implementation of education and prevention strategies (including awareness raising measures) that:**
  - build empathy, respect and resilience in pupils; and
  - explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying
- **Effective supervision and monitoring of pupils;**
- **Supports for staff;**
- **Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies) and**
- **On-going evaluation of the effectiveness of the anti-bullying policy**

As a result this policy has a number of aims:

- To raise awareness of bullying as a form of unacceptable behaviour with school management, teachers, pupils, parents/guardians.
- To maintain a school ethos which encourages children to disclose and discuss incidents of bullying behaviour.
- To ensure comprehensive supervision and monitoring measures through which all areas of school activity are kept under observation.
- To develop procedures for noting, investigating and dealing with incidents of bullying behaviour.
- To implement programmes of support for those affected by bullying behaviour and for those involved in bullying behaviour. These include Walk Tall, Circle Time, RSE, Stay Safe and Religion
- To work with appropriate agencies in countering all forms of bullying and anti-social behaviour.
- To emphasise that the primary aim in investigating and dealing with bullying is to resolve any issues and restore as far as is practicable the relationships of the parties involved (rather than to apportion blame).

The Board of Management 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 i.e. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

The primary reference materials for this policy are

1. The previous Anti-Bullying school policy which was last reviewed in April 2015 and the original version of this policy.

2. Anti-Bullying Procedures for Primary and Post Primary schools, DES Sept 2013 (and circular 045/2013 which informs schools of this document). This supersedes a 1993 publication from the DES.
3. Developing a Code of Behaviour: Guidelines for Schools, NEWB, May 2008.
4. Draft Anti Bullying Policy, IPPN.

## **Section 2: What is Bullying?**

As stated in Anti-Bullying Procedures for Primary and Post Primary Schools, DES Sept 2013 Bullying is defined as follows:

**“Bullying is defined as unwanted negative behaviour, verbal, psychological or physical, conducted by an individual or group against another person (or persons) and which is repeated over time.”**  
(Anti Bullying Procedures for Primary and Post Primary schools, DES Sept 2013)

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 on a persons membership of the Traveller community and bullying of those with special educational needs (SEN) or disabilities.

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.

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 this definition of bullying and should be dealt with, as appropriate, in accordance with the school's code of behaviour. A single incident can have a serious effect on a pupil and may also constitute harassment which is legally prohibited in schools under equality legislation. Harassment is any form of unwanted conduct related to any of the nine discriminatory grounds (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).

Unacceptable bullying behaviour is addressed using this policy in conjunction with the Code of Good Behaviour (PJP-02).

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

## **Section 3: Types of Bullying**

Bullying can take a number of forms. These may include any of the following (this list is not exhaustive):

### ***Pupil-To-Pupil Bullying:***

- **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. Particularly upsetting can be a facial expression which conveys aggression and/or dislike.
- **Isolation/exclusion and other relational bullying:** This occurs where a certain person is deliberately isolated, excluded or ignored by some or all of the 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:** Relational bullying occurs when a person’s attempts to socialise and form relationships with peers are repeatedly rejected or undermined. One of the most common forms includes control: “Do this or I won’t be your friend anymore”(implied or stated); a group ganging up against one person; non-verbal gesturing; malicious gossip; spreading rumours about a person or giving them the “silent treatment”.

**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 (IM), 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 refers to physical appearance, e.g., size or clothes worn. Accent or distinctive voice characteristics may attract negative attention. Academic ability can also provoke name calling. This tends to operate at two extremes. There are those who are singled out for attention because they are perceived to be weak academically. At the other extreme there are those who, because they are perceived as high achievers, are also targeted.

**Damage to property:** Personal property can be the focus of attention for bullying behaviour. This may result in damage to clothing, mobile phone or other devices, school books and other learning material or interference with a pupil’s locker or bicycle. The contents of school bags and pencil cases may be scattered on the floor. Items of personal property may be defaced, broken, stolen or hidden.

**Extortion:** Demands for money may be made, often accompanied by threats (sometimes carried out in the event of the targeted pupil not delivering on the demand). A pupil may also be forced into theft of property for delivery to another who is engaged in bullying behaviour.

**Teacher-To-Pupil:** A teacher may, unwittingly or otherwise, engage in, instigate or reinforce bullying behaviour in a number of ways:

- Using sarcasm or other insulting or demeaning form of language when addressing pupils
- Making negative comments about a pupil’s appearance or background;

- Humiliating directly or indirectly, a pupil who is particularly academically weak or outstanding, or vulnerable in other ways;
- Using any gesture or expression of a threatening or intimidating nature, or any form of degrading physical contact or exercise;

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

## **Section 4. Impact and Indicators of Bullying Behaviour**

### **4.1 Impacts of bullying behaviour**

Pupils who are being bullied may develop feelings of insecurity, humiliation and extreme anxiety and thus may become more vulnerable. Self-confidence may be damaged with a consequent lowering of self-esteem. While they may not talk about what is happening to them, their suffering is indicated through changes in mood and behaviour. Extreme cases of bullying may result in suicide. It is, therefore, essential to be alert to changes in behaviour as early intervention can be very effective.

Pupils who witness bullying may also be affected and may suffer in similar ways to those who are bullied. For example, pupils who witness identity-based bullying and share that identity can experience anxiety and feel under threat themselves. Pupils can also feel guilt or distress at not being able to help the person being bullied.

There are also consequences for individuals who engage in bullying behaviour. Pupils who become involved in such behaviour can be at higher risk of depression. Other possible long-term consequences may include an increased risk of developing an anti-social personality, anxiety disorders, a likelihood of substance abuse and law-breaking behaviour in adulthood and decreased educational and occupational attainment.

### **4.2 Indicators of bullying behaviour**

The following signs/symptoms may suggest that a pupil is being bullied:-

- anxiety about travelling to and from school – requesting parents to drive or collect them, changing route of travel, avoiding regular times for travelling to and from school;
- unwillingness to go to school, refusal to attend, mitching;
- deterioration in educational performance, loss of concentration and loss of enthusiasm and interest in school;
- pattern of physical illnesses (e.g. headaches, stomach aches);
- unexplained changes either in mood or behaviour; it may be particularly noticeable before returning to school after weekends or more especially after longer school holidays;
- visible signs of anxiety or distress – stammering, withdrawing, nightmares, difficulty in sleeping, crying, not eating, vomiting, bedwetting;
- spontaneous out-of-character comments about either pupils or teachers;
- possessions missing or damaged;
- increased requests for money or stealing money;
- unexplained bruising or cuts or damaged clothing;
- Reluctance and/or refusal to say what is troubling him/her;

Those signs do not necessarily mean that a pupil is being bullied. If repeated or occurring in combination those signs do warrant investigation in order to establish what is affecting the pupil.

## **Section 5: Characteristics Associated with Bullying**

It is important to recognise that any pupil can be bullied or can engage in bullying behaviour.

### **5.1 The pupil who engages in bullying behaviour**

- A significant proportion of bullying is not merely behavioural but is rooted in a lack of respect for diversity and in social inequalities. “Prejudice-based” or “identity-based” bullying can be a significant factor in bullying behaviour.
- Pupils who engage in bullying behaviour tend to display aggressive attitudes combined with a low level of self-discipline. They may lack any sense of remorse convincing themselves that the other person deserves the treatment they are receiving.
- Pupils who engage in bullying behaviour can be attention seeking: setting out to impress bystanders and responding to the reaction their behaviour provokes. They can lack the ability to empathise. They can appear unaware or indifferent to the other person’s feelings. It is of note that pupils who exhibit bullying behaviour often suffer from a lack of confidence and have low self-esteem.
- However, it must also be recognised that pupils who engage in bullying behaviour do not always intend to bully or may not recognise the potential negative impact of their words and actions on others.
- It is not uncommon to find that pupils who engage in bullying behaviour may also have been bullied themselves.

### **5.2 The pupil who is bullied**

- Any pupil through no fault of their own may be a target of bullying. It is common in the course of normal interaction for pupils to tease or taunt each other. However, at a certain point, teasing and taunting may become forms of bullying behaviour. As pupils can be particularly quick to notice differences in others, pupils who are perceived as different in some way can be more prone to encounter such behaviour. However, the pupils who are most at risk of being bullied are those who react in a vulnerable and distressed manner. The seriousness and duration of the bullying behaviour can be related to the pupil’s continuing response to the verbal, physical or psychological aggression.
- Pupils who are bullied often experience difficulties in speaking up about bullying. The difficulties include:
  - Fear of reprisals;
  - Concerns about being perceived as a “tell-tale” for reporting bullying;
  - Concerns about “getting into trouble” with the principal or teacher for reporting bullying;
  - Not having evidence to back up a bullying allegation;
  - Not knowing how the matter will be dealt with by the school; and
  - Not feeling fully confident of being believed;

### 5.3 More vulnerable pupils

- While bullying can happen to any pupil, it is known that some may be more vulnerable to or at risk of experiencing bullying. Such vulnerable groups include pupils with disabilities or special educational needs, those from ethnic minority and migrant groups, pupils from the Traveller community, lesbian, gay, bisexual or transgender (LGBT) pupils and those perceived to be LGBT and pupils of minority religious faiths.
- There can be an increased vulnerability to bullying amongst pupils with special educational needs and particularly those who do not understand social cues and/or have difficulty communicating. Some pupils with complex needs may lack understanding of social situations and therefore trust everyone implicitly. Such pupils may be more vulnerable because they do not have the same social skills or capacity as others to recognise and defend themselves against bullying behaviour. Research suggests that children with disabilities and with special educational needs (SEN) are more likely to be bullied than others. Bullying can also have a more severe impact on such children. For example, some studies which compare the impact of bullying on children with and without certain disabilities, such as a speech and language difficulty, show that bullying has a greater impact on self-esteem for those with a disability.
- Homophobic and transphobic bullying (bullying targeted at those who are or who are perceived to be LGBT) has also been found to be prevalent with evidence that such pupils have particular difficulty in speaking up or reporting the bullying behaviour.

### 5.4 Where does bullying happen?

Bullying can happen anywhere at any time but there are certain times and places which particularly facilitate bullying.

**Cyber-bullying:** Access to technology means that cyber-bullying can happen around the clock and the pupil's home may not even be a safe haven from such bullying. Pupils are increasingly communicating in ways that are often unknown to adults and free from supervision. The nature of these technologies means digital content can be shared and seen by a very wide audience almost instantly and is almost impossible to delete permanently. While cyber bullying often takes place at home and at night, the impact can also be felt in school.

**Areas of unstructured activity:** Bullying in schools frequently takes place in the playground/schoolyard. School grounds with hidden or obscured parts may provide an environment conducive to bullying. Many common playground/schoolyard games present opportunities for bullying because of their physical nature. It is relatively easy to single out and bully another pupil. The noise level masks much of what is going on. The playground/schoolyard provides the opportunity for older pupils to pick on younger pupils. It can also be the setting for bullying by groups. Continuing provocation may eventually lead to a physical fight and ironically in some cases the person being bullied may appear to be the aggressor because he/she finally gives vent to his/her frustration.

Toilets, corridors, cloakrooms, changing rooms, showers and the Hall may be the scene of verbal, psychological and physical bullying. The behaviour of pupils in those areas needs careful monitoring.

**Bullying in the classroom:** Bullying may also take place in class. It may occur subtly through glances, looks and sniggers but may take the more overt form of physical intimidation. It may also be exacerbated if a classroom atmosphere prevails whereby pupils are allowed to make derogatory comments about their classmates or other teachers. However, teachers need to be alert to the

underlying reasons for such comments in case pupils are trying to disclose something which is disturbing them and thus needs further investigation.

**Coming to and from school:** The area immediately outside the school, the local shops and local neighbourhood are often the scenes of bullying. Bullying can also take place at the bus-stop or on the journey to and from school whether the individuals are walking, cycling or on school buses.

### **Section 6: Relevant Teachers**

The relevant teacher responsible for investigating and dealing with bullying is as follows:

- In the first instance the relevant teacher is the **class teacher** and their primary aim is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame);
- However in cases in cases where the relevant teacher considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour has occurred, it must be recorded by the relevant teacher in the recording template at **Appendix 1** and forwarded to **the Principal**.

**Any teacher may act as a relevant teacher should circumstances warrant it.**

### **Section 7: Education and Prevention Strategies**

The Board of Management and the Principal are fully committed to preventing Bullying occurring in Francis St. C.B.S. and consequently have implemented the following education and prevention strategies:

1. All pupils and parents are provided with a copy of the Code of Good Behaviour which details what behaviour is expected of pupils.
2. A positive and caring attitude in the Classroom and school environment is maintained by all staff.
3. The inclusion of the Social Personal and Health Education Programme (SPHE) in the Curriculum along with visits from relevant drama groups, Circle Time, Stay Safe, an Anti-Bullying Week and the Walk Tall Programme, ensures that there are ample opportunities for class based discussion and learning situations to explore the nature and types of bullying.
4. This school is a 'Telling' school and pupils are encouraged to disclose and discuss incidents of bullying. They are reminded that this isn't 'telling tales' but instead is behaving responsibly.
5. The school takes a restorative approach to managing behaviour and encourages emotional literacy and education around same. Preventative programmes such as Peacebuilders, Restorative Justice, Mind Up and Abi Anti Bullying programme inform the SPHE curriculum of the school as well as the school culture.
6. The school has the services of art and play therapist to support children who need the support.
7. All pupils are closely monitored and supervised during normal school hours.
8. All teachers are aware of the importance of enhancing self-esteem and opportunities for the promotion of this are provided to the pupils.

9. Co-operation of parents/guardians is sought at an early stage if there is a suspicion of bullying behaviour. It is through a close working relationship between home and school that positive progress can be made to alleviate the situation.
10. Developing the responsibility of pupils themselves in countering bullying behaviour.
11. To address issues of cyber-bullying all pupils are instructed in how to use good "netiquette" (i.e., etiquette on the Internet). As per **(PJP-15) Internet Acceptable Use policy** all pupils sign the Pupil Undertaking form confirming that the pupil understands what is acceptable internet usage in the school. They are also reminded that cyber bullying is harmful to others and not permitted in the school.
12. To address issues of identity-based bullying including in particular, homophobic and transphobic bullying the school is currently relying on the content of the SPHE curriculum, the Stay Safe and the Walk Tall programs which include general class-based discussion and learning situations to explore the nature and types of bullying. The school is awaiting updated content addressing identity-based bullying from the relevant authorities/program providers. Once available the school will implement additional education and prevention strategies focussed on identity-based bullying.

### **Section 8: Procedures for Investigation, Follow-Up and Recording of Pupil-to-Pupil 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 detailed in the sections below.

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

#### **8.1 Stage One**

Unless the incident is of a very serious nature, it will be dealt with by the relevant teacher i.e. the classroom teacher who will talk to the pupils involved.

If the incident is very serious in nature it must be reported immediately to the Principal and the relevant teacher must record the incident using the recording form in **Appendix 1**.

Teachers respect the need to support the esteem of each party involved in an incident and all investigating of alleged bullying will be carried out with extreme sensitivity.

The investigation will normally consist of the following actions:

- The victim shall be asked for his/her story;
- The alleged bully/bullies will be asked individually for their story;
- Both sides will be asked to relate to the other their versions of events;
- When considered necessary other pupils may be asked for information;
- Sometimes it may be necessary to ask pupils to write down their version of events;
- Having investigated the matter the pupils are asked to refrain from such behaviour in the future and appropriate sanction(s) will be applied (see section 11);
- Retaliatory behaviour for disclosing incidents will be regarded as extremely serious and will be dealt with in accordance with the Code of Good Behaviour;

If a teacher becomes aware that a pupil is regularly involved in incidents he/she will start a record of such incidents. The purpose of this record is:

- To aid memory by recording details of the incident
- For clarity in assessment of the situation
- For planning and intervention

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 by completing in full, the recording form template in **Appendix 1**. The teacher must retain the completed form and forward a copy to the Principal without delay.

It should also be noted that the timeline for recording bullying behaviour in the recording template at **Appendix 1** does not in any way preclude the relevant teacher from consulting the Principal or Deputy Principal at an earlier stage in relation to a case.

Should the action taken at this stage prove not to have resolved the issue, staff will proceed to stage two.

## 8.2 Stage Two

The Principal will arrange to meet with the parents of the pupil who is seen to be bullying and separately with the parents of the victim of bullying. The pupils themselves may be required to attend part or all of these meetings.

The purpose of the meeting with the parents of the pupil who is seen to be bullying, is to agree on appropriate measures to bring about an improvement in behaviour. These may include a formal monitoring of behaviour over an agreed time period and/or any of the other sanctions listed below in section 11.

The purpose of the meeting with the parents of the victim of bullying, is to address emotional needs and devise strategies for the pupil to deal with the bullying. This may involve reinforcing the programme being covered in class, or other strategies designed to raise their self-esteem and to develop their friendship and social skills whenever this is needed.

## 8.3 Stage Three

It is the duty of the school to provide a safe environment for all pupils. Should the above interventions fail and the bullying continue, a programme of appropriate sanctions will be implemented by the Principal in consultation with the parents and Board of Management and in line with those detailed in the Code of Good Behaviour (PJP-02). Sanctions implemented aim to encourage positive behaviour and to support the esteem of the pupil. These sanctions may include a period of suspension during which there will be ongoing consultation with the parents to decide on appropriate action(s) to be taken in the best interests of the pupil. Suspension for any period of time will be reported in writing by the Principal to the Chair of the Board of Management.

### **Section 9: Referral of Serious Cases to the HSE**

In relation to bullying in schools, *Children First National Guidance for the Protection and Welfare of Children 2011* (Children First) and the *Child Protection Procedures for Primary and Post-Primary Schools* provide that in situations where “the incident is serious and where the behaviour is regarded as potentially abusive, the school must consult the HSE Children and Family Social Services with a view to drawing up an appropriate response, such as a management plan”.

Serious instances of bullying behaviour should, in accordance with the Children First and *the Child Protection Procedures for Primary and Post-Primary Schools*, be referred to the HSE Children and Family Services and/or Gardaí as appropriate.

The *Child Protection Procedures for Primary and Post-Primary Schools* also provide that where school personnel have concerns about a child but are not sure whether to report the matter to the HSE, the Designated Liaison Person must seek advice from the HSE Children and Family Social Services

### **Section 10: Steps to be Followed if Teacher-to-Pupil Bullying is Reported**

In the case of Teacher-to-pupil bullying, a complaint should in the first instance be raised with the teacher in question by the parent/guardian of the pupil if possible and then if necessary referred to the Principal. Where it has not been possible to agree a framework for resolution, the matter should be referred in writing by both parties to the Board of Management for investigation.

In the case of Principal-to-pupil bullying, the matter should be raised with the Principal if possible, or if not referred to the Chairperson of the Board of Management in writing for investigation.

If following an investigation the BOM deems sanctions are necessary, any that are applied will be in accordance with normal industrial relations practices.

### **Section 11: Sanctions for Bullying Behaviour**

These may consist of anyone or a combination of the following:

- Reprimand by Class Teacher and apology by the aggressor to the victim.
- Reprimand by Principal and apology by the aggressor to the victim.
- Behaviour monitored formally over a period of time
- Application of sanctions as specified in Rules for National Schools and outlined in the Code of Good Behaviour including in extreme cases - suspension and expulsion. It is stressed that these extreme sanctions are seen as a last resort when all other interventions have been tried and failed. The Board of Management is the decision making body in relation to expulsions and they will act at all times in accordance with fair procedures and with the Education (Welfare) Act 2000.

### **12. Support for Pupils Affected by Bullying**

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

- As part of the process of dealing with a bullying situation, a meeting with the parents of the victim of bullying is arranged with the purpose of addressing emotional needs and devising strategies for the pupil to deal with the bullying. This may involve reinforcing the programme being covered in class, or other strategies designed to raise their self-esteem and to develop their friendship and social skills whenever this is needed.

- After the initial incidence of bullying has been managed, the relevant teacher will check with the pupil on a regular basis that no further difficulties have arisen.
- Pupils will be encouraged to participate in activities designed to raise their self-esteem, to develop their friendship/social skills and thereby build resilience. These include Walk Tall, Circle Time, RSE, Stay Safe and Religion activities.
- Pupils who observe incidents of bullying behaviour are strongly encouraged to report them as this is a 'telling school'. This encourages those pupils being bullied and who may otherwise be reluctant to report it themselves and it also provides the relevant teacher with more information on what has occurred.

### **Section 13: 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.

### **Section 14: 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.

### **Section 15: Communication, Oversight & Review of the Policy**

This policy has been made available to school personnel, will be published on the school website and is also available to parents and pupils from the school office. A copy has also been provided to the Parents' Council. A copy of this policy will be made available to the Department and the patron if requested.

The Principal will provide a report to the Board of Management at least once a term, setting out the overall number of bullying cases reported (by means of the recording template in Appendix 1) to the Principal or Deputy Principal since the last report to the Board. The Principal will confirm that these cases have been, or are being dealt with, in accordance with the Policy and the Department's procedures.

This policy and its implementation will be reviewed by the Board of Management once in every school year. This will be carried out using the DES provided checklist (**see Appendix 2**) written notification that the review has been completed will be made available to school personnel, published on the school website and provided to the Parents' Council. A record of the review and its outcome will be made available, if requested, to the patron and the Department. (**See attached form in Appendix 3**).

### **Section 16: Ratification of the Policy**

Signed: \_\_\_\_\_

Chairperson, Board of Management

Signed: \_\_\_\_\_

Fiona Collins  
Principal

Date: \_\_\_\_\_

Date: \_\_\_\_\_

### **Appendices**

1. Template for recording bullying behaviour
2. Checklist for annual review of this policy and its implementation
3. Notification regarding the BOM's annual review of this policy

### **Revision History**

**Original:** Ratified by BOM on \_\_\_\_\_

**Rev. No 1:** ( Dec 9<sup>th</sup> 2013) Numbering changed to include total no. of pages/content changed to reflect DES latest procedures on Anti-Bullying issued in \_\_\_\_\_ / three new appendices added

**Rev No. 2:** (Apr 20<sup>th</sup> 2015) Review checklist completed by BOM on \_\_\_\_\_ / as no new DES circulars were issued and as there have been no changes in school operations since REV 1 no text changes were made

**Rev No. 3:** (June 13<sup>th</sup> 2016) Review of checklist completed by BOM on \_\_\_\_\_ as no new DES circulars were Issued and as there have been no changes in school operations since REV 1 amended text was made in section one. Please see attached email detailing the changes

**Rev No. 4:** No changes

**Rev No. 5:** Review of checklist completed by BOM on \_\_\_\_\_. No changes to text since previous revision.

**Rev No 6:** Review of checklist completed by BOM on \_\_\_\_\_.

**Appendix 1: 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 \_\_\_\_\_

**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 Travelling commun.	Other
_____	_____	_____	_____	_____
_____				

**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 2: Checklist for annual review of the Anti-Bullying Policy and its implementation**

	Yes/No
Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the <i>Anti-Bullying Procedures for Primary and Post-Primary Schools</i> ?	
Has the Board published the policy on the school website and provided a copy to the parents' association?	
Has the Board ensured that the policy has been made available to school staff (including new staff)?	
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?	
Has the Board ensured that the policy has been adequately communicated to all pupils?	
Has the policy documented the prevention and education strategies that the school applies?	
Have all of the prevention and education strategies been implemented?	
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	
Has the Board received and minuted the periodic summary reports of the Principal?	
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?	
Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	
Has the data available from cases reported to the Principal (by the bullying recording template) been analysed to identify any issues, trends or patterns in bullying behaviour?	

Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	
Has the Board put in place an action plan to address any areas for improvement?	

Signed \_\_\_\_\_ (Chairperson, BOM) Date \_\_\_\_\_

Signed \_\_\_\_\_ (Principal) Date \_\_\_\_\_

**Appendix 3: Notification regarding the Board of Management's annual review of the anti-bullying policy**

To: \_\_\_\_\_

The Board of Management of Francis St. C.B.S. wishes to inform you that:

The Board of Management's annual review of the school's anti-bullying policy and its implementation was completed at the Board meeting of \_\_\_\_\_

This review was conducted in accordance with the checklist set out in **Appendix 4** of the Department's *Anti-Bullying Procedures for Primary and Post-Primary Schools*, which is incorporated into Appendix 2 of the school's policy.

Signed \_\_\_\_\_ Date \_\_\_\_\_  
Chairperson, Board of Management

Signed \_\_\_\_\_ Date \_\_\_\_\_  
Principal