

# **Anti-Bullying Policy**

**of**

## **St. Patrick's Primary School**

### **Lombard Street Galway**

#### **Opening Statement:**

In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB, the school management of St. Patrick's Primary School has adopted the following anti-bullying policy within the framework of the school's overall code of behaviour. This policy fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools which were published in September 2013. The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives and wellbeing of pupils and is therefore fully committed to following key principles of best practice in preventing and tackling bullying behaviour.

#### **Rational**

This policy is in place in order to ensure that pupils have the right to learn in a supportive, caring and safe environment, without the fear of being bullied. This school has a clear policy on the promotion of respect for everyone. All staff and pupils are aware that bullying is not acceptable behaviour. This policy promotes this belief and provides clear strategies for teachers, pupils and parents to deal with bullying in a firm, fair, clear, prompt and positive manner.

#### **Key Principles of Best Practice:**

School management is fully committed to the following **key principles of best practice** in preventing and tackling bullying behaviour:

- Adoption of a Whole-School Approach to Bullying
- Creating and fostering a positive whole school culture and climate which is welcoming of difference and diversity and is based on inclusivity
- Fostering a culture of tolerance among all members of the school community for each other
- The maintenance of a safe, supportive calm and orderly school environment where pupils can learn, play and live full lives as children without fear of being bullied
- Build empathy, respect and resilience in pupils by the implementation of education and prevention strategies around bullying
- Explicitly address the issues of cyber-bullying and identity-based bullying including homophobic and transphobic bullying
- Effective leadership, supervision and monitoring of all pupils
- Encouraging pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and promoting respectful relationships across the school community.

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

### **Aims:**

The Aims of this policy:

- To raise awareness of bullying as a form of unacceptable behaviour with school management, teachers, all staff, pupils, parents/guardians.
- To create 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 recording, investigating and following up on incidents of bullying behaviour.
- To implement a programme of support for those affected by bullying behaviour and for those involved in bullying behaviour.
- To work with appropriate agencies in dealing with all forms of bullying and anti-bullying behaviour.
- To increase cooperation between home and school regarding the issue of bullying.
- To foster the development of a sense of responsibility and self-discipline in pupils based on respect among all members of the school community.
- To share the task with parents/guardians of equipping pupils with the necessary skills to deal with others.

### **What is Bullying?**

Department of Education guidelines define bullying as;

repeated aggression, verbal, psychological or physical, conducted by an individual or group against others.

Bullying is generally accepted to be behaviour that is deliberate and sustained or repeated over time and which has a serious negative impact on the wellbeing of the victim.

Bullying is always wrong, is always unacceptable and should never be overlooked, ignored or tolerated.

### **What Bullying is not:**

It is important that pupils and their parents/guardians have a clear understanding of what bullying is and what it is not.

Isolated incidents of aggressive behaviour, which should not be condoned, can scarcely be described as bullying. However, when the behaviour is systematic and ongoing, it is **bullying** and any pupil can be a victim or a perpetrator of bullying.

Pupils and their parents/guardians should refer to the following guidelines, which will help them to identify bullying:

- When someone says or does something hurtful **unintentionally**, that is **RUDE**
- When someone says or does something hurtful **intentionally**, that is **MEAN**
- When someone says or does something hurtful **intentionally**, and they repeat this behaviour even when you tell them to stop or show them that you're upset that is **BULLYING**

### Why do children bully?

It is generally accepted that bullying is a learned behaviour. Pupils who bully tend to display aggressive attitudes combined with a low level of self-esteem. Children can become bullies for a variety of reasons. The child who engages in bullying behaviour may:

- lack self-esteem
- be crying out for attention
- be experiencing feelings of insecurity or inadequacy
- be a victim of bullying
- be a victim of physical, sexual or emotional abuse
- find it difficult to socialise with peers
- come from a home background where discipline is lacking
- feel compelled to support a bully in engaging in bullying behaviour out of fear or coercion
- some children become involved in bullying by acting as bystanders or supporters of a bully.

Bullying can take place anywhere:

- In school, in class, in the playground, corridors, toilets
- On the way to or from school
- At activities outside of school
- On the road/street/in the home etc.
- Online or via other devices

**NOTE: Conflicts that begin outside of school (including online) may contribute to increased incidents of bullying within the school.**

### **Examples of Bullying Behaviours**

Bullying behaviour can take many forms. The following is a non-exhaustive list of examples of bullying behaviour:

<b>General behaviours which apply to all</b>	<ul style="list-style-type: none"><li>• Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc.</li><li>• Physical aggression</li><li>• Exclusion</li><li>• Damage to property</li><li>• Name calling/ Slagging</li></ul>
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	<ul style="list-style-type: none"> <li>•Spreading rumours</li> <li>•Abusive calls/ text messages</li> <li>•The production, display or circulation of written words, pictures or other materials aimed at intimidating another person</li> <li>•Offensive graffiti</li> <li>•Extortion</li> <li>•Blackmail</li> <li>•Intimidation</li> <li>•Insulting or offensive gestures</li> <li>•Looking or staring at somebody in an intimidating way</li> <li>•Invasion of personal space</li> <li>•A combination of any of the types listed</li> </ul>
<b>Cyber</b>	<ul style="list-style-type: none"> <li>• <b>Denigration:</b> Spreading rumours, lies or gossip to hurt a person's reputation</li> <li>• <b>Harassment:</b> Continually sending vicious, mean or disturbing messages to an individual</li> <li>• <b>Impersonation:</b> Posting offensive or aggressive messages under another person's name</li> <li>• <b>Flaming:</b> Using inflammatory or vulgar words to provoke an online fight</li> <li>• <b>Trickery:</b> Fooling someone into sharing personal information which you then post online</li> <li>• <b>Outing:</b> Posting or sharing confidential or compromising information or images</li> <li>• <b>Exclusion:</b> Purposefully excluding someone from an online group</li> <li>• <b>Cyber stalking:</b> Ongoing harassment and denigration that causes a person considerable fear for his/her safety</li> <li>• Silent or abusive telephone/mobile phone call</li> <li>• Abusive text messages or email</li> <li>• Abusive communication on social networks e.g. Facebook/ Twitter/YouTube/ Snapchat/ Instagram or on gaming sites/consoles</li> <li>• Abusive website comments/Blogs/Pictures</li> <li>• Abusive posts on any form of communication technology</li> <li>• Carrying and continuing cyber bullying behaviour and issues into school</li> </ul>
<b>Identity Based Behaviours</b> <b>Including any of the nine discriminatory grounds mentioned in Equality Legislation (gender including transgender, appearance, civil status, family status, sexual orientation, religion, age, disability, race and membership of a minority group).</b>	
<b>Homophobic and Transgender</b>	<ul style="list-style-type: none"> <li>• Spreading rumours about a person's sexual orientation</li> <li>• Taunting a person of a different sexual orientation</li> <li>• Name calling e.g. Gay, queer, lesbian...used in a derogatory manner</li> <li>• Physical intimidation or attacks</li> <li>• Threats</li> </ul>
<b>Race, nationality, ethnic background and membership of a minority group</b>	<ul style="list-style-type: none"> <li>• Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or minority group background</li> </ul>

	<ul style="list-style-type: none"> <li>• Exclusion on the basis of any of the above</li> </ul>
<b>Relational</b>	<p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"> <li>• Malicious gossip</li> <li>• Isolation, ignoring &amp; exclusion from the group/activity</li> <li>• Taking someone's friends away</li> <li>• Talking about someone to others behind their back</li> <li>• Spreading rumours</li> <li>• Breaking confidence</li> <li>• Talking loud enough so that the victim can hear</li> </ul>
<b>Sexual</b>	<ul style="list-style-type: none"> <li>• Use of unwelcome or inappropriate sexual language</li> <li>• Unwelcome or inappropriate touching</li> <li>• Harassment</li> <li>• Sending or spreading of sexual images</li> </ul>
<b>Special Educational Needs, Disability</b>	<ul style="list-style-type: none"> <li>• Name calling</li> <li>• Taunting others because of their disability or learning needs</li> <li>• Taking advantage of some pupils' vulnerabilities and limited capacity to recognise and defend themselves against bullying</li> <li>• Taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and social cues.</li> <li>• Mimicking a person's disability</li> <li>• Setting others up for ridicule</li> </ul>

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

### **What are the signs that a child is being bullied (victim)?**

Victims of bullying are often reluctant to talk about what they are going through or to discuss their feelings. They will often present as anxious, insecure and suffering from low self-esteem.

There may be an obvious change in the mood, behaviour and general presentation. The following is a non-exhaustive list of possible signs of bullying. A victim of bullying may:

- engage in negative or aggressive behaviour towards other pupils at school or towards parents/guardians or siblings at home
- display a sudden, marked deterioration of his/her behaviour
- experience tantrums and damage possessions
- present with depression, e.g. moodiness, crying
- display anxiety about travelling to/from school
- express reluctance to attend school and/or after school activities
- experience a marked deterioration in terms of academic performance, concentration and enthusiasm
- become very self-critical
- engage in self-harm
- express feelings of worthlessness and uselessness
- complain of aches, pains and illness without obvious cause

- suffer from actual physiological symptoms of stress, e.g. headaches, stomach cramps, nausea
- present with loss of appetite
- suffer from insomnia or be reluctant to sleep in bed at night alone
- experience nightmares
- suffer from episodes of bedwetting (sudden onset)
- request or steal money or other items
- present with unexplained cuts, bruises etc.
- be reluctant to talk about school

Although a pupil presenting with one or a combination of the above **may not** actually be the victim of bullying, the possibility that bullying could be a factor should be borne in mind and appropriately investigated.

### **What are the signs that a child is the bully (perpetrator)?**

Bullying is learned behaviour.

Although bullies may present very differently depending on the circumstances involved, one or more of the following general characteristics tend to apply. Bullies may:

- appear to lack empathy or display remorse
- appear indifferent to the pain/hurt their behaviour causes
- display aggressive attitudes
- enjoy inflicting pain or causing offence
- be generally badly behaved
- be attention seekers
- seek to impress others by means of bravado or bad behaviour
- tend to monopolise friends and exclude pupils in order to exercise control
- suffer from low self-esteem or lack of confidence
- be a victim of bullying themselves presently or in the past

## **St Patrick's Education and Prevention Strategies:**

### **Education and prevention strategies**

#### **School-wide approach**

- A school-wide approach to fostering 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.
- The school's anti-bullying policy is reviewed regularly.
- Identify clear protocols to encourage parent(s)/guardian(s) to approach the school if they suspect that their child is being bullied.
- Develop and promote Anti-Bullying through the use of our Classroom Rules which are displayed publicly in classrooms.
- 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.

- Emphasis on the understanding that there are no innocent bystanders and that all incidents of bullying must be reported to a teacher.
- Ensuring that pupils know who to tell and how to tell e.g.:
  - Approach the teacher at an appropriate time, for example after class, while other pupils are working quietly or eating their lunch.
  - Hand note up with homework.
  - Make a phone call to the school.
  - Worry box.
  - Get a parent(s)/guardian(s) or friend to tell on your behalf.
  - Administer a confidential questionnaire to all pupils.

#### **Supervision**

- 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.
- Children are supervised by class teachers and/or SNAs in class and on the yard. In certain cases a class teacher may ask other staff members to monitor and supervise a specific child/children.
- 6<sup>th</sup> class prefects also observe younger children in the yard while on prefect duty. They are encouraged to notify a teacher if any incidents occur.
- Involvement of the student council in contributing to a safe school environment, including student support activities that can help to support pupils and encourage a culture of peer respect and support.

#### **Supervision of Internet/IT usage**

- Supervision will also apply to monitoring student use of school based communication technology within the school.
- The switching on of private phones is strictly forbidden on the school premises. Phones will be kept in school bags for the duration of the school day and will only be switched on outside the school premises.
- All computer sessions and access to the internet while on school computers/IPADS are supervised by a teacher.
- Access to sites deemed to be unsuitable for use by children has been blocked in the school.

#### **Implementation of curriculum**

- Raising awareness throughout the school on all aspects of bullying, to include pupils, parent(s)/guardian(s) and the wider school community.
- The implementation of regular whole school awareness measures e.g. regular assemblies by principal, external professional instruction/advice, Friends For Life Programme and SPHE programmes and annual student surveys 'My Thoughts About School'
- Initiatives such as the Amber Flag, Kindness awards, Student of the week are used to promote friendship and an anti-bullying culture.
- When they become available, staff will be notified of professional development courses on bullying, to learn how it impacts on pupils' lives and the need to respond to it (prevention and intervention). Staff members that complete the courses will relay information from the course to the rest of the staff during staff meetings.
- Professional Development is sought for relevant staff members in delivering programmes which promote kindness, inclusion and positive behaviour.
- School wide delivery of lessons on bullying/anti-bullying from evidence based programmes e.g. Stay Safe, Walk Tall, Friends for Life, RSE, Circle Time, Mindful Matters and the SPHE curriculum.



- Our Nurture Programme promotes kindness, cooperation, inclusion and friendship amongst the pupils.
- Regular communication is maintained with the Community Garda and visits will be sought where needed. (To cover issues around personal safety and 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. SNA's will support certain pupils based on their needs.

#### **Parents and Guardians Role**

It is important to be realistic, it will not be possible for a single child to assert his/her rights if attacked by a group. Children should be advised to get away and tell an adult in situations such as this.

- Teaching your child to say "No" in a good assertive tone of voice and to carry himself/herself in a confident way will help your child to deal with many situations. 'Say No, Get Away, Tell' Children should be encouraged to talk about bullying and given an opportunity to express their concerns to parents.
- Approach your child's teacher if the bullying is school related. It is important for you to understand that bullying in school can be difficult for teachers to detect because of the large numbers of children involved in a school setting and because of the subtle nature of some forms of bullying e.g. exclusion. Teachers will appreciate being informed about bullying. School bullying requires that parents and teachers work together to detect the bullying, identify those involved and work towards a resolution.
- Sometimes parental advice to a child is to "hit back" at the bully, if the abuse is physical. **This is not recommended** as it more often than not makes the situation worse. Children should not be encouraged to engage in violent behaviour. Teaching children to be more assertive and to tell an adult they trust is far more positive and effective.
- Maintaining links with school: knowledge of the SPHE curriculum areas, watching webinars/ reading articles sent by the school, Parent Association events and guest speakers related to the areas of Wellbeing, Emotional and Social Skill development and bullying.

#### **What if your child is the bully?**

- Don't panic. This may be a temporary response to something else in the child's life, e.g. a new baby, a death in the family, difficult home problems etc. Give your child an opportunity to talk about anything that could be upsetting him/her.
- Don't punish bullying by being a bully yourself. Verbal attacks will make the situation worse, cause resentment and break down trust. Talk to your child and try to find out if there is a problem. Explain how the victim might feel. Try to get the child to understand the victim's point of view. This would need to be done over time.
- Bullies often suffer from poor self-esteem. Use every opportunity you can to praise good, considerate, helpful behaviour. Do not only look for negatives.
- Talk to the child's teacher and try to find out more about the child's school behaviour. Enlist the teacher's help in dealing with this. It is important that you both take the same approach.
- If the situation is serious, you may need to ask the school or your GP to refer your child for support from an outside agency.
- In cases where it is determined that bullying has occurred, separate meetings are held with the parents of both parties, as appropriate. Actions to be taken are explained and parental support is enlisted.
- Follow-up meetings with the Principal or an appointed teacher and the children involved may take place.



- Identify periods of high risk - teachers are required to be vigilant. (look for triggers)
- From time to time professional speakers / workshops are invited to talk to staff and/or parents / children to give ideas on dealing with both the victim and the bully -Cybersafety / Galway Education Centre /Community Guard)
- In the case of a complaint against a staff member or parent, the incident will be mediated by the Principal or Deputy Principal with the people in question (see Parental Complaints Procedure). Conflict Resolution strategies will be used to deal with the conflict in a non-aggressive manner. Parents may submit their concerns in writing to the Board of Management.

#### **Links to other policies**

- The Following School Policies are in place to support the Anti-Bullying policy;
  - Code of Behaviour
  - Child Protection Policy
  - Acceptable Use policy

### **Procedures for Investigating and Dealing with 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:

The primary aim in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practical, 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.

Where bullying behaviour has occurred, appropriate action will be taken in line with the school's Code of Behaviour. Depending on the seriousness of the bullying behaviour, this may include:

- Lunchtime detention with focused written exercises (e.g. Reflective exercise/ Think Sheet/ continuation of class work)
- Loss of privileges
- Referral to a neighbouring teacher with focused written exercises
- In- School Suspension with focused written exercises
- Referral to Principal
- Commencement of a Behaviour Contract
- Formal letter to Parents/ Guardians from Principal
- Referral to Board of Management (which may include consideration of suspension or expulsion)
- Referral to TUSLA
- Referral to an Garda Síochana

**St. Patrick's will follow a 3 step approach when dealing with Child to Child Bullying:**

**Step One: Gathering information- recording by class teacher**

Unless the incident is of a very serious nature, it will be dealt with by the classroom teacher who will talk to the children involved. Teachers respect the need to support the esteem of each party involved in an incident. When a teacher becomes aware that a child 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

**Restorative Practices:**

Where appropriate and deemed necessary by staff, the perpetrator will fill out a reflective exercise with guidance from the teacher. (Think sheet)

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

**Step Two - involvement of the Principal and parents**

The Principal will speak with the parents of the child who is seen to be bullying and separately with the parents of the victim of bullying. The children themselves may be required to attend part or all of these meetings (depending on the age of the children involved). The child who is bullying will be placed on report. This means that the child's behaviour in all areas is monitored during the day over a period of an agreed time. The teacher, in collaboration with the child and their parent(s) may draw up a behavioural plan together. All positive behaviour, progress on work etc will be noted. At the end of the report, the teacher writes his/her own comment. The purpose of this report is to focus as much as possible on the positive qualities and efforts of the child, and to motivate the child to move away from negative behaviour. The child should be able to see that parents and school are working together in his/her interest, so the co-operation of the parents is essential. Initially a review of the reports may be carried out on a regular basis, in consultation with the Principal, teacher, parents and child. If progress is being made, longer intervals between meetings may be decided upon.

The child who is the victim of bullying may also meet with the Principal and his/her parents. The aim of such a meeting(s) will be to address emotional needs and devise strategies for the child to deal with the bullying. This may involve reinforcing the SPHE programmes being covered in class e.g. Stay Safe and Walk Tall, or other strategies and programmes that focus on building resilience in the children.

**Step 3- Sanctions**

Should the above interventions fail and the bullying continue, a programme of appropriate sanctions may be implemented by the Principal in consultation with the parents and Board of Management. Sanctions implemented aim to encourage positive behaviour and support the esteem of the child. The school's Code of Behaviour will be followed. Depending on the severity of the bullying, these sanctions may include a period of in-school suspension/ 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 child. Suspension for any period of time will be reported in writing by the Principal to the Single Manager and will be recorded on the pupil's profile on Aladdin.

### **Teachers who will investigate Anti-Bullying**

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

- the class teacher of the child involved in the bullying behaviour/incident.
- teacher on duty during break and lunch will relay any incidences to the class teacher
- if the problem isn't being rectified easily, the parents of both parties and principal will become involved.

### **Reporting bullying behaviour**

- Any pupil or parent(s)/guardian(s) may bring a bullying incident to any teacher in the school.
- All reports of bullying will be investigated and dealt with by the relevant teacher(s).
- 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 class teacher or Principal.

### **Investigating and dealing with incidents:**

- In investigating and dealing with bullying, the (relevant) teacher(s) and principal will exercise his/her professional judgement to 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 practical, the relationships of the parties involved as quickly as possible,
- 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,
- When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner. It may also be appropriate or helpful to ask those involved to write down their account of the incident(s),
- If a group is involved, each member should be interviewed individually at first/asked to write an individual account of what happened. Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements,
- Each member of a group should be supported through the possible pressures that may face them from the other members of the group after the interview by the teacher.
- Negotiate agreements between pupils and monitor progress.
- In cases where it has been determined by the relevant teacher 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. The school should give parent(s)/guardian(s) an opportunity to discuss ways in which they can reinforce or support the actions being taken by the school and the support provided to the pupils.

- Where the relevant teacher has 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 (each set of pupils and parent(s)/guardian(s) 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.

#### **Follow up**

- 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 practical;
  - Whether the relationships between the parties have been restored as far as is practical;
  - Any feedback received from the parties involved, their parent(s)/guardian(s) or the school Principal or Deputy Principal
- Follow-up restorative meetings with the relevant parties involved should be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable.
- Where parent(s)/guardian(s) are 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 parental complaints procedure.
- In the event that a parent(s)/guardian(s) has exhausted the school's complaints procedure 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 Pupils.

#### **Recording of bullying behaviour**

It is imperative that all recording of bullying incidents must be done in an objective and factual manner.

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

- All staff must keep a written record of any serious/ repeated incidents witnessed by them or notified to them.
- All incidents must be reported to the relevant teacher
- All reports of bullying must be investigated and dealt with by the relevant teacher(s)
- The relevant teacher must keep a written record of the reports, the actions taken and any discussions with those involved regarding same
- The relevant teacher must inform the principal of all incidents being investigated
- If it is established by the relevant teacher that bullying has occurred, the relevant teacher must keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as is practical, the relationships of the parties involved.
- All records will be stored carefully.

**Formal-**

The relevant teacher must use the recording template attached from **Appendix 3 (DES Procedures)** 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 resolved within 20 school days after he/she has determined that bullying behaviour occurred; and
- b) in more serious cases where the Principal or Deputy Principal deems it necessary.

When the recording template is used, it must be retained on the child's file on Aladdin, which is password protected.

### **St Pat's Programme of support for working with pupils affected by bullying**

- 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.
  - SPHE programmes eg Mindful Matters, RSE, Stay Safe, Walk Tall, Fun Friends & Friends for Life.
  - Social interventions and programmes with SEN pupils e.g. Room 14/28, FRIENDS for Life etc
  - Nurture Programme
- If pupils require counselling or further support, the school will endeavour to liaise with the appropriate agencies to organise same. This may be for the pupil affected by bullying or involved in the bullying behaviour.

### **Prevention of Harassment**

The school management confirms that the school will, in accordance with its obligations under equality legislation, take all such steps that are reasonably practical 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 an ethnic minority.

This policy was updated by the school management in October 2023.

This policy has been made available to school personnel and provided to the Parents' Association. A copy of this policy will be made available to the Department and the patron if requested.

This policy and its implementation will be reviewed by the school management regularly. The updated versions of the policy will be provided to the Parent's Association and made available to the patron and the Department on request.

Signed:   
Brian Keville (Single Manager)

Date: 13/10/2023

Signed: Marian Barrett  
Marian Barrett (Principal)

Date: 13/03/2023

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## Appendix 3 Template for recording bullying behaviour

### 1. Name of pupil being bullied and class group

Name \_\_\_\_\_ Class \_\_\_\_\_

### 2. Name(s) and class(es) of pupil(s) engaged in bullying behaviour


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

Pupil concerned	
Other Pupil	
Parent	
Teacher	
Other	

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

Playground	
Classroom	
Corridor	
Toilets	
School Bus	
Other	

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

\_\_\_\_\_

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

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

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

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)
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### 8. Brief Description of bullying behaviour and its impact

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9. **Details of actions taken**

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Signed \_\_\_\_\_ (Relevant Teacher) Date \_\_\_\_\_

Date submitted to Principal/Deputy Principal \_\_\_\_\_

**\* Note:** The categories listed in the tables 3, 4 & 6 are suggested and schools may add to or amend these to suit their own circumstances.

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