Anti-Bullying Policy

Aims

1. To raise awareness among all the stakeholders of what constitutes bullying behaviour.
2. To ensure the relevant authorities are alerted to any and all such behaviour.
3. To provide the relevant authorities with the tools to deal effectively with bullying behaviour.
4. To restore the previous relationship between the individual(s) involved.

Relationship to the Characteristic Spirit of the School

This amended anti bullying policy reflects the catholic ethos of Scoil Phadraig Naofa.

In adopting a 'no blame approach', in its use of restorative practices and in providing the opportunity for offenders to reform this policy reflects the Christian gospel values espoused in Scoil Phádraig Naofa.

Success Criteria

This policy shall be judged a success if ...

1. There is increased awareness among the stake holders of what constitutes bullying behaviour.
2. If incidents of bullying are brought to the attention of the relevant authorities.
3. If incidents are effectively resolved.
4. If the pre-existing relationship between the parties is restored.
5. If the unwanted behaviour ceases.

In accordance with the requirements of Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB, the Board of Management of Scoil Phádraig Naofa, Tullow, Co. Carlow school 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.

2. The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following key principles of best practise 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;

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; Continuous Professional Development
- 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.

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

Bullying is unwanted negative behaviour, verbal, psychological or physical conducted, by an individual or group against another person (or persons) and which is repeated over time.

The following types of bullying behaviour are included in the definition of bullying:

1. Deliberate exclusion, malicious gossip and other forms of relational bullying,
2. Cyber-bullying and
3. Identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.

Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's code of behaviour.

However, in the context of this policy, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be reviewed 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*.

4. The relevant teacher(s) for investigating and dealing with bullying is (are) as follows:

(see Section 6.8 of the *Anti-Bullying Procedures and Primary and Post-Primary Schools*): **The class teacher, Support teachers and School Principal.**

5. 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*).

- S.P.H.E. curriculum
- Grow in Love Programme
- Walk Tall Programme

- School completion Programme Supports (workshops on cyber bullying 'saying no' etc….)
- Resources from www.antibullyingcampaign.ie Awareness Raising and Dealing with an alleged bullying incident.

See separate anti-bullying resource folder.

Structured Programme of Awareness Raising Lessons to be taught on a monthly basis in all classes from Jnr Infants – 6th Class.

Jnr- 1st Teacher designed tasks based on S.P.H.E./Grow in Love/Walk Tall Programmes.

2nd-6th Structured Awareness Raising Lessons from Handbook 1.

6. 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 School's*).

See Handbook 2 – Tools for dealing with alleged bullying situations

www.antibullyingcampaign.ie

Stage 1. Establishing the Facts

Stage 2. Interviewing an alleged perpetrator

Stage 3. Resolution

Stage 4. Rehabilitation

7. The school's programme of support for working with pupils affected by bullying is as follows (see Section 6.8 of *the Anti-Bullying Procedures for Primary and Post-Primary School's*).

- Lessons on increasing Self Esteem and Social Skills.
- Circle Time, Role Play.
- Social, Personal and Health Education Programme.
- Grow in Love Programme.
- Support from School Completion Programme for individual pupils who require strategies to help cope with their feelings.
- Support from N.E.P.S. Psychologist.

8. **Supervision and Monitoring of Pupils**

The Board of Management confirms that appropriate supervision and monitoring policies and practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible.

9. **Prevention of Harassment**

The Board of Management confirms that the school will, in accordance with its obligations under equality legislation, take all such steps that are reasonably practicable to prevent the sexual harassment of pupils or staff or the harassment of pupils or staff on any of the nine grounds specified i.e. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

10. This policy was adopted by the Board of Management on _____.

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

Implementation and Review

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 and provided to the Parents' Association a record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: _____

(Chairperson of Board of Management)

Date: _____

Signed: _____

(Principal)

Date: _____

Date of next review: _____

Appendix 2 Practical tips for building a positive school culture and climate.