Rationale:

1. In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB, the Board of Management of St. Ultan'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.

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

(a) A positive school culture and climate (**Appendix 1**) which-

- is welcoming of difference and diversity and is based on inclusivity.
- encourages children to disclose and discuss incidents of bullying behaviour in a non-threatening environment.
- promotes respectful relationships across the school community.

(b) Effective leadership

(c) A school-wide approach

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

(e) Implementation of education and prevention strategies (including awareness raising measures) that-

- build empathy, respect and resilience in children
- explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying *(in accordance with the Primary School Curriculum 1999 and the school ethos)*

(f) Effective supervision and monitoring of children

(g) Supports for staff

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

(i) 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.

Examples of types of bullying behaviour are included in the following table of bullying. This list is non-exhaustive:

	• Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc. • Physical aggression

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General behaviours which apply to all types of bullying	- 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.
Cyber	**Denigration**: Spreading rumors, lies or gossip to hurt a person's reputation **Harassment**: Continually sending vicious, mean or disturbing messages to an individual **Impersonation**: Posting offensive or aggressive messages under another person's name **Flaming**: Using inflammatory or vulgar words to provoke an online fight **Trickery**: Fooling someone into sharing personal information which you then post online **Outing**: Posting or sharing confidential or compromising information or images **Exclusion**: Purposefully excluding someone from an online group **Cyber stalking**: Ongoing harassment and denigration that causes a person considerable fear for his/her safety - Silent telephone/mobile phone call - Abusive telephone/mobile phone calls - Abusive text message, snap chats and WhatsApp messages. - Abusive email - Abusive communication on social networks e.g. Facebook/Instagram/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	- 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 **Linked Policy: Gender Identity Policy**

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Race, nationality, ethnic background and membership of the Traveller community	• Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background • Exclusion on the basis of any of the above
Relational	This involves manipulating relationships as a means of bullying. Behaviours include: • Malicious gossip • Isolation & exclusion • Ignoring • Excluding from the group • Taking someone's friends away • "Bitching" • Spreading rumours • Breaking confidence • Talking loud enough so that the victim can hear • The "look" • Use or terminology such as 'nerd' in a derogatory way
Sexual	• Unwelcome or inappropriate sexual comments or touching • Harassment
Special Educational Needs, **Disability**	• Name calling • Taunting others because of their disability or learning needs • Taking advantage of some children' vulnerabilities and limited capacity to recognise and defend themselves against bullying • Taking advantage of some children' vulnerabilities and limited capacity to understand social situations and social cues. • Mimicking a person's disability • Setting others up for ridicule

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

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

4. The relevant teacher(s) for investigating and dealing with bullying is (are) as follows:
- Class Teacher
- The Deputy Principal
- Principal thereafter if necessary.
- The class teacher will inform the Deputy Principal of all incidents of bullying.

Any teacher may act as a relevant teacher if circumstances warrant it.

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:

- Using the Incredible Years program throughout the school to develop a positive school culture and climate.

- The fostering and enhancing of the self-esteem of all our children through both curricular and extracurricular activities. Children will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions (e.g. feelings check in, compliments circle, after school clubs, sports teams, choir, orchestra etc.).

- As part of SPHE, implementing the RSE, Wall Tall and Stay Safe programmes. The Stay Safe programme is taught formally in Senior Infants, 2nd, 3rd and 5th classes.

- Human Rights Month will be held annually every February. During this month lessons and activities to promote awareness of children's rights, respect, diversity and inclusion will be carried out (e.g. visit to a local traveller site etc).

- An annual 'Anti-Bullying Week' will be held in the school in the first term to raise awareness about diversity, inclusivity and bullying. This will include children, parent(s)/guardian(s), staff and the wider school community.

- There will be careful 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 (e.g. computers, mobile phones etc.).

- www.webwise.ie is used in all classes in relation to cyber bullying and correct and safe use of the internet and social media.

- SPHE lessons will afford teachers and children the opportunity to explore bullying as well as the inter-related areas of belonging and integrating, communication, conflict, friendships, relationships and personal safety (**Appendix 2**).

- A culture of telling is encouraged, with particular emphasis on the importance of bystanders. Children should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher. It is clear to children that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly.

- As part of a whole school approach to Restorative Practice, all issues of conflict are dealt with in an open and respectful restorative manner. Continuous professional development for all staff on implementation of an RP approach is provided. As part of the RP approach, children are trained as RP buddies to deal with issues of conflict in the playground.

- Involvement of the student council in contributing to a safe school environment (e.g. Hall monitors, raising children's issues, problem solving) and other student support activities, such as buddy reading, help to support children and encourage a culture of peer respect.

- In all subjects and through the ethos of the school there is opportunity to foster an attitude of respect for all: to promote the value of diversity, to address prejudice and stereotyping and to highlight the unacceptability of bullying behaviour.
- The anti-bullying policy will be made available on the school website – www.stultans.ie.
- The school will specifically consider the additional needs of SEN (Special Educational Needs) children with regard to programme implementation and the development of skills and strategies to enable all children to respond appropriately.

St. Ultan's Primary School is a primary school under the patronage of the Catholic Archbishop of Dublin. The following points reflect the school ethos and are promoted by the school community.

- The school aims at promoting the full and harmonious development of all aspects of the pupil, including his/her relationship with other people and with the environment.
- A spirit of mutual respect is promoted within the school community. Children are drawn by example and teaching to appreciate and respect people of different religious affiliations and of different nationalities.
- The school's code of behaviour reflects the values promoted within the school, with an emphasis on forgiveness, reconciliation, new beginnings and hope. Teachers are sensitive to the needs and particular circumstances of the children.

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:

Procedures for investigating and dealing with bullying:

Reporting, investigating and dealing with bullying behaviour

1. 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).
2. All reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher. In that way children will gain confidence in 'telling'. This confidence factor is of vital importance. It should be made clear to all children that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly.
3. Non-teaching staff *(e.g. secretaries, special needs assistants (SNAs), caretakers, cleaners, care unit staff, childcare staff, interns etc)* must be encouraged to report any incidents of alleged bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher.
4. In investigating and dealing with alleged bullying, the relevant teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved.

5. Parents and children 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.

6. It is very important that all involved (including each set of children and parents) understand the above approach from the outset.

7. Teachers should take a calm, unemotional problem-solving approach, as part of our Whole School Approach to RP, when dealing with incidents of alleged bullying behaviour reported by children, staff or parents.

8. Incidents are generally best investigated outside the classroom situation to ensure the privacy of all involved.

9. All interviews should be conducted with sensitivity and with due regard to the rights of all children concerned. Children who are not directly involved can also provide very useful information in this way.

10. When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions outlined on the RP template (**Appendix 5**). This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner.

11. If a group is involved, each member should be interviewed individually at first. 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.

12. Each member of a group should be supported through the possible pressures that they may face from the other members of the group after interview by the teacher.

13. It may also be appropriate or helpful to ask those involved to write down their account of the incident(s).

14. In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parents 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 parents an opportunity to discuss ways in which they can reinforce or support the actions being taken by the school and the supports for their children.

15. Where the relevant teacher has determined that a child has 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 child being bullied.

16. It must also be made clear to all involved (both children and parents) that in any situation where sanctions are required, this is a private matter between the child, his or her parents and the school.

- **Follow up and recording:**

17. Follow-up meetings with the relevant parties involved should be arranged separately with a view to possibly bringing them together at a later date if the child who has been bullied is ready and agreeable. This can have a therapeutic effect.

18. 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 3.**

19. 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:
    o   Whether the bullying behaviour has ceased.
    o   Whether any issues between the parties have been resolved as far as is practicable.
    o   Whether the relationships between the parties have been restored as far as is practicable.
    o   Any feedback received from the parties involved, their parents or the school Principal or Deputy Principal.

20. Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents must be referred, as appropriate, to the school's complaints procedures.

21. In the event that a parent has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parents of their right to make a complaint to the Ombudsman for Children.

Specific steps for the recording of bullying behaviour:

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

- All incidents of alleged bullying behaviour must be reported to the relevant teacher. The relevant teacher must keep a written record of the incident.
- If it is established by the relevant teacher that bullying has occurred the relevant teacher must keep their own appropriate written records which will assist his/her efforts to resolve the issues and restore as far as practicable the relationships of the parties involved. These incidents will also be recorded in an Anti-Bullying Policy Incident Template (**Appendix 6**) and emailed to the DP.
- The relevant teacher must inform the DP of all incidents being investigated. The DP will inform the Principal where necessary.
- 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 **Appendix 3** and emailed to the DP**.**
- The DP will collate and file all records and report to the Principal at the end of each term so that she can inform the Board of Management of any bullying incidents that have occurred.

The school has decided as part of its Anti-bullying Policy that in the following circumstances bullying behaviour must be recorded and reported immediately to the Principal:

o   **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 shared by other people.**

The Anti-Bullying Policy Incident Book will be retained by the school for a minimum of 10 years.

7. The school's programme of support for working with children affected by bullying is as follows:
- Children who have been bullied will be afforded opportunities to participate in activities designed to raise their self-esteem, to develop their friendship and social skills and thereby build resilience. This may involve class lessons, differentiated activities in class, allocation of special responsibilities and opportunities to attend additional support in social skills group.
- Children involved in bullying behaviour will be assisted to see the bullying behaviour from the perspective of the child being bullied. The children will also be encouraged and helped to resolve and build the relationship between all parties involved. For those with low self esteem opportunities will be afforded to the child to raise their self esteem and self worth.
- Children who have been bullied and those who engage in bullying behaviour may need counselling and/or referral to relevant external agencies where appropriate. The advice of the National Educational Psychological Service may be sought where the school has serious concerns in relation to individual cases.

8. Supervision and Monitoring of Children

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 children or staff or the harassment of children 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 _____ [date].

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

12. 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 A record of the review and its outcome will be made available, if requested, to the patron and the Department.

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

Date: _____   Date: _____

Date of next review: _____

Appendix 1   Practical tips for building a positive school culture and climate

The following are some practical tips for immediate actions that can be taken to help build a positive school culture and climate and to help prevent and tackle bullying behaviour.

- Model respectful behaviour to all members of the school community at all times.
- Explicitly teach children what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.
- Display key respect messages in classrooms, in assembly areas and around the school. Involve children in the development of these messages.
- Catch them being good - notice and acknowledge desired respectful behaviour by providing positive attention.
- Consistently tackle the use of discriminatory and derogatory language in the school – this includes homophobic and racist language and language that is belittling of children with a disability or SEN.
- Give constructive feedback to children when respectful behaviour and respectful language are absent.
- Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.
- Explicitly teach children about the appropriate use of social media.
- Positively encourage children to comply with the school rules on mobile phone and internet use. Follow up and follow through with children who ignore the rules.
- Actively involve parents and/or the Parents' Association in awareness raising campaigns around social media.
- Actively promote the right of every member of the school community to be safe and secure in school.
- Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas.
- All staff can actively watch out for signs of bullying behaviour.
- Ensure there is adequate playground/school yard/outdoor supervision.
- School staff can get children to help them to identify bullying "hot spots" and "hot times" for bullying in the school.
  - Hot spots tend to be in the playground/school yard/outdoor areas, changing rooms, corridors and other areas of unstructured supervision.
  - Hot times again tend to be times where there is less structured supervision such as when children are in the playground or moving classrooms.
- Support the establishment and work of student councils.

Appendix 2   Anti-Bullying websites and resources

Websites:

www.webwise.ie

www.glen.ie

www.belongto.org

www.antibullying.ie

Cool School Bully Free Booklets

www.antibullyingcampaign.ie

Books:
*(SPHE/Human Rights Books***)**
Walk Tall
RSE
Stay Safe
Right Start
Lift Off
Me, You, Everyone
Show Racism the Red Card
Human Rights Stories – *Amnesty International/Irish Aid*
What do you Say – *Ombudsman for children and young people*

(Books on a positive approach to behaviour)
Developing Children's Social and Emotional Competencies - *Webster-Stratton*
Cracking the Hard Class - *Bill Rogers*
Restorative Practice Conferencing – *Wachtel, Wachtel and O'Connell*
Behavioural, Emotional and Social Difficulties – *DES*

DVDs:

Restorative Practice: The Swansea Model
Development and Intercultural Education Matters

Appendix 5

RESPONDING TO CHALLENGING BEHAVIOUR: RESTORATIVE QUESTIONS

What happened?

What were you thinking about at the time?

What have your thoughts been since?

Who has been affected by what you did?

RESPONDING TO THOSE HARMED RESTORATIVE QUESTIONS

What happened?

What were your thoughts at the time?

What have your thoughts been since?

How has this affected you and others?

What has been the hardest thing for you?

What do you think needs to happen next?

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Appendix 6   Template for initial recording of 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))*

Child concerned	
Other Child	
Parent	
Teacher	
SNA	
Other	

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

Playground	
Classroom	
Corridor	
Toilets	
Halla	
Other	

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

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

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

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

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

8. Brief Description of bullying behaviour and its impact

9.   Details of actions to be take taken

Signed _____ (Relevant Teacher)   Date _____

10. Date to be reviewed _____

   Has bullying ceased?   Yes/ No _____   If No see Appendix 3 file

Notification regarding the Board of Management's annual review of the anti-bullying policy

To: _____

The Board of Management of _____ wishes to inform you that:

o   The Board of Management's annual review of the school's anti-bullying policy and its implementation was completed at the Board meeting of _____ [date].

o   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.*

Signed _____   Date _____
Chairperson, Board of Management

Signed _____   Date _____
Principal

Date submitted to Principal/Deputy Principal _____