St Felim's National School

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September 2024

Anti – Bullying Policy

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. Felim's National 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 of pupils and is therefore fully committed to following key principles of best practice in preventing and tackling bullying behaviour.

Key Principles of Best Practice

1. Positive School Culture and Climate

A cornerstone in the prevention of bullying is a positive school culture and climate that:
> - 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;

The school will endeavour to create an environment where pupils feel comfortable and free to discuss and disclose incidents of bullying. Prevention measures that are both school based and classroom based will be implemented school wide. Pupils throughout the school will be taught to realise that they have a responsibility for the safety and welfare of fellow pupils. Pupils will be educated on their role as a by-stander or audience and how they can help to reduce bullying behaviours in school. The school encourages open dialogue between all school staff and pupils. Pupils will be encouraged to come to the teachers with any concerns, worries or reports they have.

Key Procedures for a positive school culture and climate & Practical Tips for building a school culture and climate (Anti-Bullying Procedures for Primary and Post-Primary Schools – 6.1.5 Table A and Appendix 3)

2. Effective Leadership

The Principal with the co-operation of the staff in the school will work together to engender an ethos under which bullying is unacceptable. All staff will be careful to model the school's standard of behaviour in their dealings with pupils and each other. Teachers are expected to act as good role models and will be fair, firm, clear and consistent in their implementation of the school's Code of Behaviour.

3. A School-Wide Approach

School management, staff, parents and pupils need to work together to counter bullying behaviour in schools. In addition to the role of management and staff, parents and pupils have a role and responsibility in helping the school to prevent and address bullying behaviours. Parents should recognise that a school which openly discusses bullying behaviour is acting positively and that they need to work with their school to ensure there is a coherent, school wide approach to tackling the issue. In certain cases, it may be necessary for the school to seek the assistance of other formal agencies such as NEPS, HSE social workers, community workers and Gardaí.

4. Shared understanding of what bullying is and its impact

The school's Anti-Bullying Policy is available to all parents on the school website or a hard copy is available in the school office. All staff have a copy of the policy in their classrooms and Croke Park hours are devoted to ensuring that everyone has a shared understanding of what constitutes bullying behaviour. The definition and various types of bullying as set out in Section 2 of the Anti- Bullying Procedures 2013 will be communicated to the school community. Awareness will be raised among pupils in an age appropriate manner in their classrooms.

Implementation of the education and prevention strategies including awareness raising

The school's education and prevention strategies will focus on building empathy, respect and resilience in pupils. The school will raise awareness on what constitutes bullying behaviour in an age appropriate way with the classes. The prevention strand will focus on equipping the children with skills to address problems should they arise. The prevention and awareness raising measures will explicitly deal with cyber-based bullying and identity-based bullying. Pupils will be educated on appropriate online behaviour, how to stay safe while on-line and developing a culture of reporting any concerns about cyber-bullying. Identity-based bullying will be explicitly taught as part of the Stay Safe Programme 3rd - 6th class. The Stay Safe programme will be used to explicitly teach children about bullying in accordance with section 8.5 of the Child Protection Procedures for Primary and Post-Primary schools 2017. The Stay Safe Programme will be differentiated in so far as practicable for children with special and/ or additional needs.

5. Effective Supervision and Monitoring of Pupils

Children are supervised by school staff at all breaks. Morning supervision is provided in classrooms from 8:50 a.m. for ten minutes. Staff supervise the children in the classroom while they eat their lunch. Pupils line up in class groups and leave the school together at break times. Pupils have supervised designated play areas in the school yard. Children line up together to exit the school at home time. Two teachers supervise the children until 2:55pm at the gate. If a teacher is concerned about a pupil or where an allegation of bullying exists, all teachers on rota will be made aware to be extra vigilant when supervising.

6. Supports for Staff

All staff will have a copy of the schools Anti-Bullying Policy and Code of Behaviour. The Principal on behalf of the Board of Management will ensure that temporary and substitute staff have sufficient access to these policies. Staff are encouraged to avail of CPD in this area if available.

7. Consistent Investigation, follow up and recording of bullying behaviour (including use of established intervention strategies)

A clear and consistent approach to dealing with bullying when it occurs is essential to effective practice. A parent or a pupil may bring a bullying concern to any teacher in the school. The member of teaching staff who has responsibility for investigating and dealing with bullying is referred to as the "Relevant Teacher".

The relevant teacher will normally be the class teacher of the child who is allegedly being bullied. However, the Principal of the school may ask any member of school staff to act as the relevant teacher should circumstances warrant it. The Principal may also act as the Relevant teacher.

The Relevant Teacher is obliged to follow the Anti-Bullying Policy and Procedures. The Relevant Teacher will lead the investigation, in consultation with the class teacher of the child/children who are allegedly engaging in bullying behaviour. Where the alleged bullying involves children within the same class group, the relevant teacher may ask a colleague to support them in their investigations. The Relevant Teacher will then complete the follow up and recording as necessary.

The school will work hard to be proactive in establishing positive relations and will encourage pupils to deal adequately with interpersonal conflict. The school promotes a 'Reform, Not Blame' approach. Our immediate priority should a bullying incident occur is ending the bullying and restoring the relationships as far as possible.

8. Ongoing Evaluation of the effectiveness of the policy

The policy will be reviewed annually. The effectiveness of our school's anti-bullying policy should be subject to continuous review in the light of incidents in of bullying behaviour encountered.

Definition of Bullying

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."
(Anti-Bullying Procedures for Primary and Post-Primary Schools, 2.1.1 Pg.9)

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

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

Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's Code of Behaviour.
However, in the context of this policy, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

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

The following are some of the types of bullying behaviour that can occur amongst pupils:
(This list is non- exhaustive)

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 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 (girl or boy); 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 personal belongings. 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.

Appendix 4 includes other examples of bullying behaviour.

Education and Prevention Strategies

The school based and education and prevention strategies (including strategies specifically aimed at cyber-bullying, homophobic and transphobic bullying) that will be used by the school are as follows:

School Based Prevention Strategies:

- All staff will model respectful behaviour within the school community at all times.
- School rules are revised termly. Particular attention may be drawn to one or two rules at a time.
- Key messages in relation to bullying are displayed in the school assembly hall and corridors. These include the schools Anti-Bullying Slogan which was devised in conjunction with the students. These key messages will be referred to regularly. This will include promoting the right of every member of the school community to feel safe and secure in school.
- The School will provide 'Niggle Boxes' in classrooms from first up as a method of encouraging children to disclose unwanted negative behaviour.
- As part of our Code of Behaviour we have a reward system in place to promote desired behaviour and compliance with school rules and routines. All teachers are encouraged to 'catch them being good', i.e. to notice and acknowledge desired respectful behaviour by providing positive attention and rewarding children with stamps or alternatives as outlined in our school's Code of Behaviour.
- Teachers are encouraged to give constructive feedback to pupils when respectful behaviour and respectful language are ignored.
- The school will consistently tackle the use of discriminatory and derogatory language including homophobic and racist language and language that is belittling of pupils with a disability or SEN through its Code of Behaviour or Anti Bullying Policy as applicable.
- All staff will actively watch out for signs of bullying behaviour.
- Confidential Anti Bullying Questionnaires are used in the school at least once per term from third class up. The class teacher follows up on any issues or concerns raised.
- The school will ensure adequate supervision and monitoring of classrooms, corridors, school grounds, school tours and extra-curricular activities. Non-Teaching and Ancillary Staff are encouraged to be vigilant and report any issues to the relevant teachers. Supervision will also apply to the use of technology within the school.
- All teachers in the school have access to the 'Anti-Bullying Campaign Tools for Teachers'.
- The school will arrange the delivery of the Respectful Online Communication delivered by the Community Garda as part of the Garda Schools Programme when available. This talk is aimed at fifth class pupils and its delivery will depend on Garda resources available.
- Special provision will be made for SEN or students identified as being vulnerable. This may involve work on social skills.
- Safety Talks around online behaviour will be arranged for the parents every three years in conjunction with the Parents Association. These talks may include work with relevant classes. Information relating to safe internet use will be distributed to parents every third year. (2024/2025, 2027/2028)
- The school will implement the advice in "Sexual Orientation Advice for Schools" when necessary. *Appendix 5 - RSE Primary PDST Bullying Information Booklet For Schools*
- The following initiatives also run in the school on an annual basis. They are aimed at fostering and encouraging a culture of respect and tolerance in school:-

> Friendship Fortnight: October Weeks 1 & 2
> Anti-Bullying Awareness Month: November

- The Anti-Bullying Policy is available on our website and in the school office for parents/guardians.
- The school will seek the advice and support from outside agencies e.g. NEPS, HSE, Tusla, as necessary.
- The school may engage the services of an outside agency e.g. Sticks & Stones to work with class groups if we feel that an intervention is warranted.
- School staff will be encouraged to engage in CPD on bullying when it is available.

Classroom Based Prevention Strategies:

Classroom Management & Organisation:
- School Rules are explicitly taught from Senior Infants to 6th class in September and are revised each term. In Junior Infants, school rules are introduced in September and are explicitly taught by the end of Term 1.
- The teachers will involve pupils in formulating classroom rules and responsibilities. These will set out expected behaviour of pupils in the classroom, playground and school and will complement the school rules.
- Pupils will be explicitly taught what respectful language and respectful behaviour look like, acts like, sounds like and feels like in class and around the school.
- Children in all classes will be educated on the 'Role of Bystanders' or audience with a view to empowering students to be more proactive when they witness bullying behaviour and encourage them to report bullying. (**Appendix 6** Role of the Bystander- POST Anti-Bullying Support Material)
- Children will be explicitly taught how to use the 'Niggle Boxes' to report. They will also be taught other methods of reporting behaviour e.g. a note in their homework copy.
- School Rules and Classroom rules will be displayed clearly in all classes.
- Children will be educated on the types of bullying and they will be made aware of the very serious consequences of bullying behaviour as outlined in the school policy.
- Children in the Junior Classes will be taught to engage positively with peers through age appropriate role play activities in addition to all other relevant curricula activities.
- Children from third class up complete at least three Anti-Bullying Surveys every year.

Social Personal and Health Education
- The SPHE is a mandatory component of the curriculum and is the overarching context for Anti-Bullying work in our school.
- The SPHE curriculum makes specific provision for exploring bullying as well as the inter-related areas of belonging and integrating, communicating, conflict, friendship, personal safety and relationships.
- Special provision for SEN pupils who may need more time to develop strategies and skills for their protection will be allowed for in small group or one-to-one situations with the Special Education Teacher if deemed necessary and appropriate.
- Relationship and Sexuality Education is a mandatory part of SPHE. It provides children with opportunities to acquire knowledge and understanding of relationships and human sexuality. Strand Units include work on self-esteem, growing and changing, new life, feelings and emotions, keeping safe, making decisions and relationships with family, friends and other people.

Stay Safe Programme
- The Stay Safe Programme is a mandatory, anti-bullying and personal safety skills programme, which seeks to enhance children's self-protection skills. It is taught every second year. This programme includes a series of lessons that focus specifically on Bullying. Some of these lessons focus specifically on Cyber-bullying and identity based bullying.

Webwise Primary Programme
In line with our SPHE Whole School Plan, under Strand: Myself and the Wider World and Strand Unit: Media Education
- The Web Wise Anti-Bullying Programme 'My Selfie and the Wider World' will be taught in either 5th or 6th class.
- The Web Wise Anti-Bullying Programme 'HTML Heroes is taught in school. There is a programme available for both First & Second and Third and Fourth classes.

Links to other Policies
Our Schools Anti-Bullying Policy links to the following policies:

Code of Behaviour	The Anti-Bullying Policy of St Felim's N.S. forms part of our overall school's Code of Behaviour and the standards of behaviour that are outlined in the Code of Behaviour apply to the Anti-Bullying Policy of the school.
Child Protection	In accordance with DES Child Protection Procedures for Primary & Post Primary Schools 2017, "in cases of serious incidences of bullying where the behaviour is regarded as possibly abusive, a referral may need to be made to Tusla or An Garda Siochana as appropriate. Where school personal have concerns about a child arising from alleged bullying behaviour but are unsure whether to report the matter to Tusla, the designated Liaison Person shall seek advice from Tusla in accordance with the procedures set out in chapter 5"
	DES Child Protection Procedures for Primary & Post Primary Schools 2017 Page 18
Acceptable Use Policy	The practices outlined in the Acceptable Use Policy reflect the requirements of the Anti-Bullying Policy and must be applied at all times. This also applies to other technological devices including iPads, mobile phones, digital cameras and other devices.
Supervision of Pupils Policy	The supervision policy in the school outlines our commitment to providing a safe environment for all the pupils.
Curricula Requirements: Implementation of the SPHE Curriculum	SPHE is implemented in all classes in the school. The school policy on SPHE is available to all parents/guardians as necessary. (Classroom based strategies)

Procedures for Investigating, Follow-up and Recording Bullying

The primary aim in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved rather than to apportion blame. (Anti-Bullying Procedures for Primary and Post Primary Schools, 6.8.9 Pg. 31)

Reporting Bullying Behaviour

- A pupil or parent/guardian may bring a bullying incident to the attention of any teacher in the school who will bring it to the attention of the class teacher.
- All reports, including anonymous reports of bullying must be investigated and dealt with by the Relevant Teacher.
- Teaching and non-teaching staff such as Special Needs Assistants and secretaries must report any incidences of bullying behaviour witnessed by them or mentioned to them to the Relevant Teacher.

What happens after a report of bullying is made?

- The Relevant Teacher and the Principal will be informed of all reports of bullying behaviour.
- The Relevant Teacher will exercise his/her professional judgement to determine whether bullying has occurred using the methods of investigation outlined below and how best the situation might be resolved.
- The teacher must investigate the report to establish the facts.
- Parents/Guardians and pupils must 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 as quickly as possible.
- The Relevant Teacher must determine if the behaviour falls under the definition of bullying as set out in Section 2.1 of the Anti-Bullying Procedures for Primary Schools or if the report can be dealt with under the schools Code of Behaviour.

Methods of investigation

The teacher may use the following methods of investigation to establish the facts:

- Individual Interviews- Starting point of any investigation
- Group Interviews
- Teacher Observation
- Written records

- The relevant teacher should take a calm, unemotional problem-solving approach to investigating.
- Where possible interviews should take place outside of the classroom situation to preserve the privacy of all involved. The relevant teacher may ask a colleague to be present with them while one to one investigations are taking place.
- All interviews should be conducted with sensitivity 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.
- The relevant teacher should seek answers using open ended questions: what, where, when, who and why? This should be done in a calm manner, setting an example of effectively dealing with conflict in a non-aggressive manner.
- Where groups are involved each member will be interviewed individually at first. Thereafter, all those involved will 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.

- The Relevant Teacher may request that the pupil(s) write a written account of what happened as part of any investigation.
- Each member of a group should be supported through the possible pressures that may face them from other members of the group after the interview by the teacher.

Time Scale of Investigation

The Relevant Teacher must be given a reasonable amount of time to investigate all reports of bullying behaviour. As each bullying report is different and some are more complex than others sufficient time must be given to allow the teacher to conduct a thorough investigation. It should also be noted that these investigations will be arranged around curriculum time, school events, supervision duties and child/children's attendance in school.

What happens if it has been determined that bullying has occurred?

Informal Stage One (First Mistake)
In cases where an investigation has taken place and the Relevant Teacher has determined that bullying behaviour has occurred, the parents/guardians of the parties involved should be contacted to inform them of the matter and explain that the following actions will be taken:

- The Relevant Teacher must make it clear to the pupil/pupils involved in bullying behaviour how he/she/they are in breach of the school's Anti-Bullying Policy and efforts must be made to try to get him/her/them to see the situation from the perspective of the pupil being bullied.
- The child/children involved will be given a verbal warning to stop the bullying behaviour.
- They will also be requested to give a verbal promise to the person(s) being bullied that they will cease their unwanted negative behaviour.
- The Relevant Teacher is not apportioning blame but treating the matter as a mistake that needs to be remedied. The Relevant Teacher must make it clear that if their promise is honoured that will be an end of the matter. However, it must be made clear to the pupil that further consequences will be necessary if the behaviour does not cease.
- Thereafter, the Relevant Teacher may decide to implement some of the school's programme of supports for the pupil who has engaged in bullying behaviour or the pupil who has been bullied.
- It must be made clear to all involved (each set of pupils and parents/guardians), that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his/her parents and the school.
- The Relevant Teacher must then comply with the recording and follow up obligations as follows:

Stage	What to record?	Document
Informal Stage One	- Name of pupil and class group - Date of initial report - Source of bullying concern/report - Details of report - Methods of investigations - Findings - Follow Up	Yellow Recording Template (Appendix 1 of this policy)

Informal Stage Two (Further Mistake)

In cases where a further allegation of bullying has been made against <u>the same parties</u> and where a further investigation has taken place and the Relevant Teacher has determined that bullying behaviour has reoccurred, the parents/guardians of the parties involved will be contacted to inform them of the matter and explain that the following actions will be taken:

- The pupil(s) engaging in bullying behaviour and their parent(s) will be invited to a meeting between the Relevant Teacher and the Principal Teacher. The purpose of this meeting will be to discuss the bullying behaviour and the pupil/pupils involved will be asked to sign a binding promise that they will treat all pupils fairly, equally and respectfully including the targeted pupil. The parents will also be requested to co-sign their son/daughter's promise at this meeting.
- The Relevant Teacher must make it clear that if their promise is honoured that will be an end of the matter. However, it must be made clear to the pupil and his/her parents that further consequences will be necessary if the behaviour does not cease.
- The Relevant Teacher must then comply with the recording and follow up obligations as outlined

Stage	What to record?	Document
Informal Stage Two	• Name of pupil and class group • Date of initial report • Source of bullying concern/report • Details of report • Methods of investigations • Findings • Follow Up	Yellow Recording Template (Appendix 1 of this policy) Written Promise must be attached

Formal Stages

The Relevant Teacher must use the **Red** DES template for recording bullying behaviour (Appendix 3 DES Anti-Bullying Procedures for Primary & Post Primary Schools, Appendix 2 of this policy) in the following circumstances:

1. In cases where he/she considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined the bullying behaviour has occurred.
2. Where cyber-bullying has been reported.

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 the bullying behaviour has occurred the following steps will be taken:

- The pupil(s) engaging in bullying behaviour and their parent(s) will be invited to a meeting between the Relevant Teacher and the Principal Teacher. The purpose of this meeting will be to discuss the bullying behaviour and the sanctions which may be imposed under the serious misbehaviours in our Code of Behaviour which may include suspension from school.
- All parties will have to agree a strategy whereby a promise to end the bullying behaviour will be honoured.
- Repeated reports of bullying behaviour involving the same pupil(s) will be referred to the Board of Management and the pupil(s) may be expelled from school.

In the case of Cyber-Bullying:

The school will make *reasonable* efforts and make appropriate responses to deal with reports of Cyber-Bullying incidents reported to it. These may include the following:

- The school may ask to see the messages, pictures or texts sent to a targeted pupil. The school is very well aware that as messages can be deleted and that it may not have the complete picture.
- However, if the school is satisfied that these have been sent to a public forum where the message could be viewed, commented on or repeated by other people this must be dealt with under the school's Anti-Bullying Policy. (DES Guidelines)
- A meeting may be arranged between the Principal and the Relevant Teacher to inform the parents of all children involved the extent of their knowledge of the situation.
- The school may inform parents of details on information, messages or texts that have been brought to its attention so as to make clear the extent of its knowledge of a report of cyber-bullying.
- The school thereafter may:
  - Request that the parties engaged in bullying behaviour sign a promise which must be co-signed by their parent(s).
  - Monitor the situation between the parties to ensure that there is no escalation of the problems at school.
  - Provide a programme of support for the person being bullied.
  - Engage with outside agencies if necessary e.g. NEPS, Gardai.

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 into account:
  - Whether the bullying behaviour has ceased
  - Whether any issues between the parties have been resolved as far as is practicable
  - Whether the relationships between the parties have been restored as far as is practicable
  - Any feedback from the parties involved, their parents/guardians or the school principal or deputy principal.
- Where a parent/guardian is not satisfied that the school has dealt with a bullying case adequately in accordance with these procedures, the parents/guardians must be referred as appropriate to the school's parental complaints procedures.
- In the event that a parent/guardian has exhausted the school's parental complaints procedures and is still not satisfied, the school must advise the parent/guardian of their right to make a complaint to the Ombudsman for Children.

Recording of Bullying Behaviour

The procedures for recording bullying behaviour are as follows:

Stage	What to record?	Document
Informal Stage One	• Name of pupil and class group • Date of initial report • Source of bullying concern/report • Details of report • Methods of investigations • Findings • Follow Up	Yellow Recording Template (Appendix 1 of this policy)
Informal Stage Two	• Name of pupil and class group • Date of initial report • Source of bullying concern/report • Details of report • Methods of investigations • Findings • Follow Up	Yellow Recording Template (Appendix 1 of this policy) Written Promise must be attached
Formal Stage	• Name of pupil being bullied and class group • Name(s) and class(es) of pupil(s) engaged in bullying behaviour • Source of bullying concern/report • Location of incidents • Name of person(s) who reported the bullying concern • Type of Bullying Behaviour • Brief Description of bullying behaviour and its impact • Details of actions taken	Red Recording Template (Appendix 3 of DES Anti bullying Procedures for Primary & Post Primary Schools & Appendix 2 of this Policy)

- In the formal stages, a copy of Appendix 3 of the DES guidelines, appendix 2 of this policy, must also be retained by the Principal Teacher in the student's file or on Aladdin.

Programmes of Support

Allegations that are not determined as Bullying Behaviour

In cases where an investigation of an allegation of bullying behaviour against a pupil or group of pupils has taken place and it is found that the behaviour does not fall under the definition of bullying as outlined in this policy, school personnel will endeavour to support all pupils involved should it be deemed necessary.

Allegations that are determined as Bullying Behaviour

Cases of bullying are not all alike and may require different methods of intervention.

Pupils who are bullied may:

- Be shadowed by a teacher/SNA on yard for a period of time
- Be explicitly taught ways to act more assertively in order to develop strategies and skills needed for their protection e.g. Classes with the SEN teacher involving role-play, social skills, modelling how to deal with the bully, fogging [See POST Anti-Bullying Support Material Pg. 32]
- Be encouraged to become involved in activities to help develop friendships, social skills and build resilience e.g. group work such as circle time

- Be offered the support of a classroom 'buddy'
- If pupils require further supports the school will endeavour to liaise with the appropriate agencies to organise the same. The school will also signpost parents to appropriate external supports.

Pupils who have engaged in bullying behaviour may be:

- Encouraged to take responsibility for their actions and offered the chance to reform their behaviour and move forward. The school's aim in dealing with bullying behaviour is to seek a resolution and offer a fresh start with a 'clean sheet' and no blame in return for keeping a promise to reform.
- Praised for taking responsibility for their actions and showing remorse.
- Offered the chance to apologise to the victim.
- Offered ways to raise their self-esteem by encouraging them to become involved in activities that develop friendships and social skills if deemed appropriate by the teacher.
- Offered social skills in order to help them learn ways of meeting their need without violating the rights of others.
- Referred to the HSE/and or Gardai in cases where the bullying incident is serious and where the behaviour is potentially abusive. (DES Guidelines)

Supervision and Monitoring of Pupils

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

Prevention of Harassment

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

Implementation and Review

This policy was adopted by the Board of Management on 18/05/24.

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 the patron if requested.

This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website 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. (Appendix 7)
Date of next review: Term One 2024 or earlier if the need arises

Signed: _____   Signed: _____
Gerry Sheanon-Chairperson of Board of Management   Eilis Keegan Principal.

Date: 18/05/24   Date: 18/5/24