

Solas Chríost National School

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 Solas Chríost 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* (DES, 2013) which were published in September 2013.

The staff of Solas Chríost National School have completed the ISPC's 'SHIED' Anti-Bullying Self-Evaluation Programme to assist the school in the development of this anti-bullying policy.

The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour (DES Procedures – Section 6):

- 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;
- 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.

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:

- 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.

Information on the impacts of bullying behaviour and the indicators of bullying behaviour are set out in Section 3 of the Procedures (DES, 2013) and are included in **Appendix 1** of this anti-bullying policy. Additional information on different types of bullying is set out in Section 2 of the Procedures (2013) and in **Appendix 2** of this policy.

Types & Examples of Bullying Behaviours

<p>General behaviours which apply to all types of bullying</p>	<ul style="list-style-type: none"> • Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc. • Physical aggression • 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.
<p>Cyber</p>	<ul style="list-style-type: none"> • 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 messages • Abusive email • Abusive communication on social networks e.g. Facebook/Ask.fm/ Twitter/You Tube or on games consoles • Abusive website comments/Blogs/Pictures • Abusive posts on any form of communication technology
<p>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).</p>	
<p>Homophobic and Transgender</p>	<ul style="list-style-type: none"> • 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

Race, nationality, ethnic background and membership of the Traveller community	<ul style="list-style-type: none"> • 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	<p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"> • 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

The 'Relevant Teacher(s)' for Investigating and Dealing with Bullying are as follows:

The **Class teacher** investigates and deals with allegations and suspicions of bullying in the school. All teachers have an equal responsibility to proactively address bullying.

The **In-School Management (ISM)** team assist teachers with the implementation of the school's anti-bullying policy. The ISM will review and analyse school behaviour records / folders on a monthly basis to assist teachers in identifying bullying behaviour.

The **Principal (Deputy Principal)** is the school's anti-bullying coordinator who leads the implementation of the school's anti-bullying policy. The Principal must be informed of all incidences of bullying.

The Education and Prevention Strategies that will be used by the School are as follows : School-wide approach
Introduction

A positive proactive school culture, the promotion of positive behaviour and respect between all members of the school community, including children, parents, school staff and management, are the cornerstone in the prevention of bullying in the school. The prevention and awareness of all types of bullying are an integral part of the school's anti-bullying policy. As the primary educators of children in the school, a major responsibility will be placed on parents to address their child's behaviour.

The school's educational and prevention strategies aims to raise awareness of bullying so that all members of the school community understand what bullying is and how bullying is dealt with in the school. The strategies aim to enable children to develop their self-esteem and to build empathy and resilience.

The school's approach to tackling and preventing bullying will take into account the needs of pupils with Special Educational Needs the type of bullying and the age of the children involved etc.

General Strategies:

- Implementation of the school's Code of Behaviour Policy, Anti-Bullying Policy, Child Protection Policy and other related school policies.
- Ensuring that the Anti-Bullying Policy has been adequately communicated to all members of the school community - pupils, parents and staff.
- Annual Internet Safety Week, Anti-Bullying Week, Friendship Week and Safer Internet Day organised in partnership with the Parent Association.

- Annual Staff Anti-Bullying Professional Development during Croke Park hours to ensure that staff members have sufficient skills for the effective and consistent application of the anti-bullying policy.
- Continued support provided to all staff, appropriate to their individual roles, to enable staff to recognise bullying, implement strategies and effective bullying intervention.
- The Principal will ensure that temporary and new staff members are provided with a copy of the school's anti-bullying policy and have sufficient awareness of the Code of Behaviour and Anti-Bullying policies.
- Anti-bullying issues that arise will be added to the agenda of ISM / staff meetings as appropriate to ensure that concerns about the policy or the welfare of individual pupils can be shared and effectively addressed.
- Anti-bullying and the school's Code of behaviour will be on staff/ISM meeting agendas for every meeting.
- Anti-bullying will be addressed at school assemblies by the Principal in partnership with In-School Management and the class teachers.
- Recording and reviewing of negative behaviour in yard / incident folders / student profiles.
- 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.
- Whole staff professional development on bullying to ensure that all staff develops an awareness of what bullying is, how it impacts on pupils' lives and the need to respond to it - prevention and intervention.
- An annual audit of professional development needs with a view to assessing staff requirements through internal staff knowledge/expertise and external sources

Curriculum Strategies:

- Full implementation of the SPHE curriculum throughout the school year.
The SPHE curriculum makes provision for exploring bullying as well as the inter-related areas of belonging and integrating, communication, conflict, friendship, personal safety and relationships.
- Implementation of the Stay Safe Programme on an annual basis.
The Stay Safe Programme is a personal safety skills programme which seeks to enhance children's self-protection skills including their ability to recognise and cope with bullying.
- Implementation of the RSE Programme on an annual basis
- Continuous Professional Development for staff in delivering these programmes.
- School wide delivery of lessons on bullying from evidence based programmes, e.g. Stay Safe Programme, The Walk Tall Programme, Webwise, HTML Heroes, My Selfie and the Wider World, ICT Acceptable Use Policy, Anti-Bullying Week, Internet Safety Week, Safer Internet Day, Be Kind Online – Garda Schools Programme
- 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.
- Students are given opportunity to work and play in cooperative groups.
- Professional development with specific focus on the training of the relevant teacher(s)
- School wide awareness raising and training on all aspects of bullying, to include pupils, parent(s)/guardian(s) and the wider school community.
- 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.
- Involvement of the student council in contributing to a safe school environment e.g. Buddy system, mentoring, Lunchtime Pals and other student support activities that can help to support pupils and encourage a culture of peer respect and support.
- Development and promotion of an Anti-Bullying code / Positive Behaviour code for the school-to be included in student journals and displayed publicly in classrooms and in common areas of the school.
- The school's anti-bullying policy is discussed with pupils and all parent(s)/guardian(s) are given a copy as part of the Code of Behaviour of the school (every year).
- The implementation of regular whole school awareness measures e.g. a dedicated notice board in the school and classrooms on the promotion of friendship, and bullying prevention; annual Anti-Bullying Week

and parent(s)/guardian(s) seminars; annual or term or monthly student surveys; regular school or year group assemblies by principal, deputy principal, year heads etc.

- Encourage a culture of telling, with particular emphasis on the importance of bystanders. In that way pupils will gain confidence in 'telling/talking about'. 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 i.e 'talking about'.
- Ensuring that pupils know who to tell and how to tell, e.g.:
 - Direct approach to teacher at an appropriate time, for example after class.
 - Hand note up with homework.
 - Parent makes a phone call to the school or to a trusted teacher in the school.
 - Antibullying or Feeling's box?
 - Get a parent(s)/guardian(s) or friend to tell/talk about situation on your behalf.
 - Administer a confidential questionnaire once a term/year to all pupils.
 - Ensure bystanders understand the importance of telling/talking about if they witness or know that bullying is taking place.
- Identify clear protocols to encourage parent(s)/guardian(s) to approach the school if they suspect that their child is being bullied. The protocol should be developed in consultation with parents.

Cyber Bullying Strategies:

Children's access to the internet and electronic devices in the school will be strictly governed by the school's IT Acceptable Use Policy, which promotes responsible internet usage and interactions. The school's strategies to educate and prevent cyber bullying are:

- Cyberbullying resources shared on Dropbox
- Educating children about appropriate online behaviours and how to stay safe online.
- Developing a culture of reporting cyber bullying.
- Implementation of the school's ICT Acceptable Use Policy.
- Implementation of the 'My Selfie and the Wider World Programme' through its integration into the SPHE curriculum on an annual basis (5th & 6th class).
- Integration of Cyber-Bullying into the SPHE Curriculum on an annual basis.
- Emphasising Cyber-Bullying as a key theme during the school's annual Anti-Bullying Week.
- Emphasising Cyber-Bullying as a key theme during the staff's annual Anti-Bullying Professional Development.
- Emphasising Cyber-Bullying during parent anti-bullying training or talks.
- Surveying parents and children on cyber-bullying.
- Parental Guides – will be made available on the school's website www.solaschriost.ie
- Making a link to www.webwise.ie on the school's website.

Identity Based Bullying

Identity-based bullying includes bullying such as homophobic bullying, transphobic bullying, racist bullying, bullying based on a person's membership of the Traveller community, religion and bullying of those with disabilities or special educational needs.

The school's educational and prevention strategies concerning identity based bullying include:

- Promoting a culture of respect, consideration and inclusion as well as the welcoming of difference and diversity throughout the school community in keeping with the mission statement of the school.
- Exploration of identity based themes throughout the curriculum.
(e.g., SPHE, Geography, history, English)

Links to other policies

List school policies, practices and activities that are particularly relevant to bullying:

Child Safeguarding Statement	Code of Behaviour	Supervision Policy
Attendance Strategy	Safety Health and Welfare Policy	IT Acceptable Use Policy
Mobile Phone Policy	Wellbeing Framework	

The School's Procedures for Reporting, 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:

Introduction

The primary aim for the relevant teacher in investigating and dealing with bullying is **to resolve any issues and to restore the relationships**, as far as is practicable, of the parties involved. The school will use a **“No Blame Approach”** to investigate 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);

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.

Reporting bullying behaviour

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

Procedures for Investigating and dealing with incidents: Style of approach (see section 6.8.9)

- In investigating and dealing with bullying, the relevant teacher will exercise their professional judgement to determine whether bullying has occurred and how best the situation might be resolved.
- Parents and pupils 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;
- If there is an impact from bullying that occurs outside from the school - the school will respond to it.
- All reports, including reports from parents and anonymous reports of bullying must be investigated and dealt with by the relevant teacher. 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.
- Teachers should take a calm, unemotional, problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents;
- Where possible incidents should be investigated outside the classroom situation to ensure the privacy of all involved;
- 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;
- 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;
- 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;
- It may also be appropriate or helpful to ask those involved to write down their account of the incident(s);
- In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parents of the parties involved will be contacted at an early stage to inform them of the matter and explain the actions being taken. The school will give parents an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports for their 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 parents) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parents and the school;
- 'Bystanders' are key to stopping bullying behaviour.

Follow Up Investigation of Bullying and Recording

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 pupil who has been bullied is ready and agreeable. This can have a therapeutic effect;

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 and in cases where he/she considers that the **bullying behaviour is of a more serious nature** and in **all cases of cyber bullying** and **identity based bullying**, it must be recorded by the relevant teacher in the Bullying Recording Template (Appendix 3) and given to the school Principal

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 practicable;
- Whether the relationships between the parties have been restored as far as is practicable; and
- Any feedback received from the parties involved, their parents or the school Principal or Deputy Principal;

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. 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.

If the bullying continues sanctions will be imposed in accordance with the sanctions outlined in the school's Code of Behaviour Policy. Immediate disciplinary sanctions may be imposed for more serious bullying incidences. This will be judged by the school on a case by case basis.

In cases where the school has serious concerns in relation to managing the behaviour of a pupil, the advice of the National Educational Psychological Service (NEPS) will be sought.

Serious incidences of bullying will also be dealt with in accordance to the schools Child Safeguarding Statement, Child Safeguarding Risk Assessment and the Child Protection Procedures for Primary and Post-Primary Schools (DES, 2017), as appropriate.

Procedures for Recording Bullying Behaviour

The Board of Management will ensure that the school has clear procedures for the formal noting and reporting of bullying behaviour are done in an objective and factual manner and these must be documented in the school's anti-bullying policy.

All records must be maintained in accordance with relevant data protection legislation. The school's procedures for noting and reporting bullying behaviour must adhere to the following:

Informal- pre-determination that bullying has occurred

- All staff must keep a written record of any incidents witnessed by them or notified to them. Consideration needs to be given to where the records will be made e.g. incident book. All incidents must be reported to the relevant teacher
- While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, 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/Deputy Principal of all incidences of bullying as soon as bullying has been determined.

Formal Stage 1-determination that bullying has occurred

- 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 practicable, the relationships of the parties involved.
- The school in consultation with the relevant teacher/s should develop a protocol for the storage of all records retained by the relevant teacher.

Formal Stage 2-Appendix 3 (From DES Procedures)

The relevant teacher must use the recording template at **Appendix 3** 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 addressed within 20 school days*** after he/she has determined that bullying behaviour occurred; and
- b) in cases where he/she considers that the ***bullying behaviour is of a more serious nature*** and in all ***cases of cyber bullying and identity based bullying.***

In each of the circumstances at (a) and (b) above, the recording template at **Appendix 3** must be completed in full and retained by the teacher in question and a copy provided to the Principal or Deputy Principal.

Board of Management Oversight

As part of the oversight arrangements set out in the Procedures (DES, 2013) the school Principal is required, at least once in every school term, to provide a report to the Board of Management setting out:

- the overall number of bullying cases reported (by means of the bullying recording template in **Appendix 3** to the Principal or Deputy Principal since the previous report to the Board and;
- confirmation that all of these cases have been, or are being, dealt with in accordance with the school's anti-bullying policy and the *Anti-Bullying Procedures for Primary and Post-Primary schools*.

The minutes of the Board of Management meeting will record the above but in doing so will not include any identifying details of the pupils involved.

Established intervention strategies

- Teacher interviews with all pupils
- Negotiating agreements between pupils and following these up by monitoring progress. This can be on an informal basis or implemented through a more structured mediation process
- Working with parent(s)/guardian(s) to support school interventions
- No Blame Approach
- Circle Time
- Restorative interviews
- Restorative conferencing
- Implementing sociogram questionnaires
- Peer mediation where suitable training has been given

The Procedures mention the following intervention strategies and reference Ken Rigby;

[www.bullyingawarenessweek.org/pdf/BullyingPreventionStrategiesinSchools Ken Rigby.pdf](http://www.bullyingawarenessweek.org/pdf/BullyingPreventionStrategiesinSchools%20Ken%20Rigby.pdf)

- The traditional disciplinary approach
- Strengthening the victim
- Mediation
- Restorative Practice
- The Support Group Method
- The Method of Shared Concern

The School's Programme of Support for Working with Pupils Affected by Bullying is as follows:

Introduction

Pupils involved in bullying behaviour may need assistance on an ongoing basis. The school's programme of support for working with pupils affected by bullying involves a whole school approach. Given the complexity of bullying behaviour, no one intervention/support programme works in all situations. Therefore various approaches and intervention strategies may be used including suggesting that parents seek referrals to appropriate outside agencies to further support pupils and their families as necessary.

A programme of support for **pupils who have been bullied** may include opportunities to participate in activities designed to raise their self-esteem, to develop their friendship and social skills and thereby build resilience whenever it is needed. Pupils who have been bullied may also need access to counselling. If pupils require counselling of further supports 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.

A programme of support for **pupils involved in bullying behaviour** must link with the school's education and prevention strategies as highlight in this anti-bullying policy. Appropriated strategies should be employed for children with low self-esteem to increase feelings of self-worth. Pupils who engage in bullying behaviour may need counselling to help them learn other ways of meeting their needs without violating the rights of others.

Pupils who observe incidents of bullying behaviour will also be provided with the appropriate support as appropriate to their needs. Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.

Children who report bullying will be supported in case of possible peer pressures etc.

Supervision and Monitoring of Pupils

The Board of Management confirms that appropriate an appropriate Supervision policy and monitoring 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.


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. Hard copies of this anti-bullying policy and the Anti-Bullying Procedures for Primary and Post-Primary Schools (DES, 2013) will be provided to all staff (including new staff).

This policy and its implementation will be reviewed by the Board of Management once in every school year, using **Appendix 4** of the DES Anti-Bullying Procedures (2013). Written notification that the review has been completed will be made available to school personnel, published on the school website, be readily accessible to parents on request 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.

Ratification of the Anti-Bullying Policy

This version of the policy was formally adopted by the Board of Management of Solas Chríost National School on 28th September 2022.

Signed: 
Chairperson of Board of Management

Signed: 
Principal

Date: 28th September 2022

Date: 28th September 2022

Date of next review: September 2023

Appendix 1 Impact and Indicators of Bullying Behaviour

Impacts of bullying behaviour

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

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

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

Indicators of bullying behaviour

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

- Anxiety about travelling to and from school e.g. requesting parents to drive or collect him/her, changing travel routes, avoiding regular times for travelling to and from school;
- Unwillingness to go to school, refusal to attend, truancy;
- Deterioration in educational performance, loss of concentration and loss of enthusiasm and interest in school;
- Pattern of physical illnesses e.g. headaches, stomach aches;
- Unexplained changes either in mood or behaviour which may be particularly noticeable before returning to school after weekends or more especially after longer school holidays;
- Visible signs of anxiety or distress e.g. stammering, withdrawing, nightmares, difficulty in sleeping, crying, not eating, vomiting, bedwetting;
- Spontaneous out-of-character comments about either pupils or teachers;
- Possessions missing or damaged;
- Increased requests for money or stealing money;
- Unexplained bruising or cuts or damaged clothing; and
- Reluctance and/or refusal to say what is troubling him/her.

Appendix 2 Types of Bullying

The following are some of the types of bullying behaviour that can occur amongst pupils:

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.

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.

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 scooter or bicycle. The contents of school bags and pencil cases may be scattered on the floor. Items of personal property may be defaced, broken, stolen or hidden.

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".

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.

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 3 Template for Recording Bullying Behaviour – Solas Chríost N.S.

bullying behaviour has not been adequately and appropriately addressed within 20 school days

bullying is of a more serious nature

All cases of cyber bullying

All cases identity based bullying

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 Staff Member	
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

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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

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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.


Appendix 4 Checklist for Annual Review of the Anti-Bullying Policy and its Implementation

The Board of Management of Solas Chríost NS (the Board) will undertake an annual review of the school's anti-bullying policy and its implementation. The following checklist must be used for this purpose. The checklist is an aid to conducting this review and is not intended as an exhaustive list. In order to complete the checklist, an examination and review involving both quantitative and qualitative analysis, as appropriate across the various elements of the implementation of the school's anti-bullying policy will be required.

	Yes /No
Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the <i>Anti-Bullying Procedures for Primary and Post-Primary Schools</i> ?	Yes
Has the Board published the policy on the school website and provided a copy to the parents' association?	Yes
Has the Board ensured that the policy has been made available to school staff (including new staff)?	Yes
Is the Board satisfied that school staff are sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day to day work?	Yes
Has the Board ensured that the policy has been adequately communicated to all pupils?	Yes
Has the policy documented the prevention and education strategies that the school applies?	Yes
Have all of the prevention and education strategies been implemented?	Yes
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	Yes
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	Yes
Has the Board received and minuted the periodic summary reports of the Principal?	Yes
Has the Board discussed how well the school is handling all reports of bullying including those addressed at an early stage and not therefore included in the Principal's periodic report to the Board?	Yes
Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	No
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	No
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	No
Has the data available from cases reported to the Principal (by the bullying recording template) been analysed to identify any issues, trends or patterns in bullying behaviour?	No
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	Yes
Has the Board put in place an action plan to address any areas for improvement?	Yes

Signed: 
Chairperson of Board of Management

Date: 28th September 2022

Signed: 
Principal

Date: 28th September 2022

Date of next review: September 2023

Action Plan September 2022

Action	Responsibility	Timeframe
<ul style="list-style-type: none"> Inform Staff, Parents Association of the school's updated anti-bullying policy 	Principal	28 th September 2022
<ul style="list-style-type: none"> Copy of updated policy to be forwarded to Parent Association 	Principal	Within 1 week of PA AGM scheduled for 10 th October 2022
<ul style="list-style-type: none"> Update Anti-bullying in Classrooms, Website and on shared Drobox 	Principal	30 th September 2022
<ul style="list-style-type: none"> Anti-bullying Policy to be added to Agenda for every staff meeting and ISM – to ensure that school staff are sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day to day work 	Principal	From October 2022
<ul style="list-style-type: none"> Teachers to “adequately communicate” the Anti-Bullying Policy to children at the start of each term 	Principal/Teachers	Termly
<ul style="list-style-type: none"> Adding to list of strategies used: Stay Safe programme, SPHE, Code of Behaviour Implementation, Anti-bullying week. 	Principal/Teachers	In Croke Park Hour 2022/23
<ul style="list-style-type: none"> Part of Board minutes – ‘Board discussed how well the school is handling all reports of bullying including those addressed at an early stage and not therefore included in the Principal's periodic report to the Board 	BOM	Ongoing
<ul style="list-style-type: none"> Use Appendix A of Looking at Our Schools 2022 as Framework to reflect on the policy 	Staff/BOM	2022/23 school year Alongside DEIS Wellbeing

Notification regarding the Board of Management's Annual Review of the Anti-Bullying Policy

To: _____

The Board of Management of Solas Chríost National School wishes to inform you that:

- The Board of Management's annual review of the school's anti-bullying policy and its implementation was completed at the Board of Management meeting of **28th September 2022**.
- 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* and **Appendix 4** of the school's anti-bullying policy.

Signed: 
Chairperson of Board of Management

Date: 28th September 2022

Date of next review: September 2023

Signed: 
Principal

Date: 28th September 2022

Appendix 5 Practical tips for Building a Positive School Culture and Climate

Anti-Bullying Procedures for Primary and Post-Primary Schools (DES, 2013)

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 pupils 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 pupils 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 pupils with a disability or SEN.
- Give constructive feedback to pupils 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 pupils about the appropriate use of social media.
- Positively encourage pupils to comply with the school rules on mobile phone and internet use.
- Follow up and follow through with pupils 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 pupils 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 pupils are in the playground/school yard or moving classrooms.
- Support the establishment and work of student councils.

Table A: Key elements of a positive school culture and climate

- The school acknowledges the right of each member of the school community to enjoy school in a secure environment.
- The school acknowledges the uniqueness of each individual and his/her worth as a human being.
- The school promotes positive habits of self-respect, self-discipline and responsibility among all its members.
- The school prohibits vulgar, offensive, sectarian or other aggressive behaviour or language by any of its members.
- The school has a clear commitment to promoting equity in general and gender equity in particular in all aspects of its functioning.
- The school has the capacity to change in response to pupils' needs.
- The school identifies aspects of curriculum through which positive and lasting influences can be exerted towards forming pupils' attitudes and values.
- The school takes particular care of "at risk" pupils and uses its monitoring systems to facilitate early intervention where necessary and it responds to the needs, fears or anxieties of individual members in a sensitive manner.
- The school recognises the need to work in partnership with and keep parents informed on procedures to improve relationships on a school-wide basis.
- The school recognises the role of parents in equipping the pupil with a range of life-skills.
- The school recognises the role of other community agencies in preventing and dealing with bullying.
- The school promotes habits of mutual respect, courtesy and an awareness of the interdependence of people in groups and communities.
- The school promotes qualities of social responsibility, tolerance and understanding among all its members both in school and out of school.
- Staff members share a collegiate responsibility, under the direction of the Principal, to act in preventing bullying/aggressive behaviour by any member of the school community.

Appendix 6 Anti-Bullying Resources

Online Resources

www.webwise.ie

www.antibullyingcampaign.ie

Appendix 7

Appendix A: Framework to support schools in reflecting on policy and practice in accordance with the *Anti-Bullying Procedures for Primary and Post-Primary Schools (2013)*

Areas	Characteristics of a school with a positive school culture and environment
Inclusion	<ul style="list-style-type: none"> ● Is welcoming of difference and diversity and fosters inclusivity ● Encourages respect, trust, care, consideration and support for others ● Takes particular care of its 'at risk' pupils ● Uses its monitoring systems to facilitate early intervention where necessary and responds to the needs, fears or anxieties of individuals in a sensitive manner ● Has the capacity to change in response to pupils' needs
Attitudes and values	<ul style="list-style-type: none"> ● Promotes social responsibility, tolerance and understanding amongst all its members both in school and out of school ● Acknowledges the right of each member of the school community to enjoy school in a secure environment ● Raises awareness amongst the entire school community (including school management, teachers and other staff members, pupils, parents, volunteers etc.) that bullying is unacceptable behaviour and encourages pupils to disclose and discuss bullying behaviour in a non-threatening environment, and responds appropriately ● Is open, supportive and encourages pupils to disclose and communicate bullying behaviour ● Identifies aspects of the curriculum through which positive and lasting influences can be exerted towards forming pupils' attitudes and values
Education and prevention strategies	<ul style="list-style-type: none"> ● Implements a range of education and prevention strategies to raise awareness of and address bullying ● Ensures comprehensive supervision and monitoring through which all aspects of school activity are kept under observation ● Has a range of education and prevention strategies in place to explicitly deal with the issue of cyber-bullying and identity-based bullying including homophobic bullying, transphobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs ● Ensures that parents and pupils have a clearly defined role and responsibility in helping to prevent and address school-based bullying behaviour and to deal with any negative impact within the school of bullying behaviour that occurs elsewhere ● Works with and through the various local agencies in countering all forms of bullying and anti-social behaviour ● Monitors the effectiveness of the education and prevention strategies in place
Relationships and interactions	<ul style="list-style-type: none"> ● Promotes respectful relationships across the school community ● Builds empathy and respect in pupils ● Encourages positive relationships that build empathy amongst peers – pupil / pupil and teacher / teacher and between and among groups ● Encourages its staff, under the leadership of the principal, to act in preventing bullying / aggressive behaviour by any member of the school community

2.2.1 Anti-bullying

As part of its research during the 2021/22 school year, the Inspectorate will be looking at the extent to which schools are engaging with the requirements of the *Anti-Bullying Procedures for Primary and Post-primary Schools, (2013)*.

Bullying behaviour, by its very nature, undermines and dilutes the quality of education. Research shows that bullying can have short-term and long-term effects on the physical and mental well-being of pupils, on engagement with school, on self-confidence and on the ability to pursue ambitions and interests. The *Anti-Bullying Procedures for Primary and Post-primary Schools, (2013)* give direction and guidance to school authorities and school personnel in preventing and addressing school-based bullying behavior, and in dealing with any negative impact within school of bullying behaviour that occurs elsewhere.

As the 2021/22 school year progresses, the Inspectorate will, during incidental inspections, collect some information about the implementation of aspects of anti-bullying measures in schools. The areas of focus for this research will be on themes such as:

- The extent to which schools have anti-bullying policies in place in line with *Anti-Bullying Procedures for Primary and Post-Primary Schools (2013)*
- The timely reporting by principals to the board of management on anti-bullying matters as detailed in *Anti-Bullying Procedures for Primary and Post-Primary Schools (2013)*
- Annual reviews by boards of management of anti-bullying policies and their implementation
- The communication of schools' anti-bullying policies to all members of the school community (BOM, teachers, learners and parents)
- The recording of incidents of bullying behaviour in accordance with the *Anti-Bullying Procedures for Primary and Post-Primary Schools (2013)*

Following the incidental inspection, the Inspectorate will:

- Provide a short written note to the school on its findings in relation to the above areas of focus; this note can be used by schools to inform its anti-bullying measures and to take any necessary actions to strengthen these
- Use the findings about anti-bullying measures arising from the incidental inspections to inform a composite report that will, in turn, inform the Department of Education's work in updating the anti-bullying national strategy and procedures for schools.

The Inspectorate will also work with schools on the collaborative development of a reflective framework to enable schools (teachers, leaders, boards) to reflect on the quality of their anti-bullying measures.

Schools' effectiveness in implementing *Anti-Bullying Procedures for Primary and Post-primary Schools, (2013)* is already part of the range of issues examined and reported upon in whole school evaluations (WSEs). From January 2022, the extent to which schools are implementing the Anti-bullying Procedures in relation to the five areas of focus outlined above will be reported on in WSEs and other inspection types.

An online webinar about these developments will be provided for schools and teachers in September 2021.

School Intervention Programmes – Anti-Bullying

SPHE Implementation	All Classes	Class calendar, Short & Long term notes, Monthly Reports
Stay Safe Programme	All Classes	Annually (October)
Walk Tall Programme	All Classes	Annually (October)
My Selfie and the Wider World Programme'	5 th /6 th Class	Internet Safety Week (October)
HTML Heroes	1 st to 4 th Class	Internet Safety Week (October)
Be Kind Online – Garda Programme	3 rd /4 th Class	Anti-Bullying Week (January)
Anti-Bullying Week	All Classes	2 nd week of January annually
Safer Internet Day	All Classes	February annually
Zeeko Training	2 nd to 6 th Class	Annually
Anti-Bullying Training for Parents: Zeeko/NPC		Annually
It Acceptable Use Policy	Whole School	Appropriate elements taught to the children at the start of each term/ongoing
Anti-bullying/Code of Behaviour	Whole School	Appropriate elements taught to the children at the start of each term/ongoing
LAOS 2022 – Appendix 7 Implementation	Whole School	

Record of External Supports provided: