St. Conleth's Infant school,
Newbridge,
Co.Kildare

Anti-Bullying Policy

1.In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB, the Board of Management of St. Conleth's Infant School has adopted the following anti-bullying policy within the framework of the school's overall code of behaviour. This policy fully complies with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools* which were published in September 2013.

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

3. In accordance with the <u>Anti-Bullying Procedures for Primary and Post-Primary Schools,</u> bullying is defined as follows:

<u>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.</u>

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.

4. Relevant teacher(s)

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

- Class teacher(s)
- Principal
- Deputy Principal.

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

However, it is acknowledged that management, staff, parents and pupils have a role and responsibility in helping the school to prevent and address school-based bullying behaviour, and to deal with any negative impact within school of bullying behaviour that occurs elsewhere. Ancillary staff will report any incidents witnessed by them, reported or mentioned to them, to the relevant class teacher(s).

- All reports of bullying should be noted, investigated and dealt with by the class teacher so that pupils will gain confidence in telling. A special **incident book** will be kept in the office for this purpose only.
- Serious cases should be referred immediately to the Principal
- Parents must be informed of the appropriate person to whom they can make their inquiries regarding bullying.
- Pupils must understand that reporting is not "telling lies".
- Individual teachers should record and take appropriate measures in accordance with policy. Non -teaching staff should be encouraged to report incidents. Discretion is important.

5. Education and Prevention Strategies

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

The right of every member of the school community to be safe and secure in school will provide the framework against which all school activities take place. As such the following strategies will permeate the work of all staff on a daily basis:

- Explicitly teaching respectful behaviour and language
- Creating a school culture which celebrates difference and diversity, and is inclusive in nature
- Noticing and acknowledging desired respectful behaviour with positive attention
- Displaying key respect messages in classrooms, in assembly areas and around the school
- Highlighting school rules in pupil friendly language in classrooms
- Modelling respectful behaviour to all members of the school community at all times
- Being actively vigilant for signs of bullying behaviour
- Creating a culture of telling by encouraging pupils to "tell and keep telling" in line with Stay Safe message
- Ensuring that all staff and pupils adhere to the school's Acceptable Use Policy when using ICT

- Extra vigilance will be applied to protect vulnerable children, particularly those with special needs who may not have the language/skills to report that they are being bullied.

Curricular Provision

The Social Personal and Health Education curriculum makes specific provision towards preventing bullying through exploration of the topic, as well as the inter-related areas of belonging and integrating, communication, conflict, friendship, personal safety and relationships. The SPHE programme seeks to build empathy, respect, resilience and foster a positive sense of self-worth in our pupils. The SET teacher may work with the class teacher when it is deemed appropriate. Along with the SPHE programme, teachers will continue to deliver the following programmes according to school policy:

- Stay Safe Programme: Three Important rules will be taught;

  1. Say No   2. Move Away   3. Tell a Trusted Adult

- Relationships and Sexuality Education Programme

Teachers will also use some of the following programmes and resources in covering this curricular area.

- Circle Time
- R.S.E
- Social Stories
- Bullying Photocopiable Resources
- The children do not have access to mobile phones or email and Internet Usage is only with teacher supervision

6. The school's procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows :

- Calm, unemotional problem-solving approach
- Incidents best investigated outside the classroom situation
- Teacher should speak separately to the pupils involved.
- Answers should be sought to questions of What, Where, When, Who and Why.
- Members of a gang should be met individually and as a group
- Meet parents of parties involved to seek a solution.
- If bullying continues, the matter will be brought to the attention of Board of Management.
- A delegation from the Board of Management (usually Chairperson and Principal) will meet with both sets of Parents/Guardians separately. Invitations to this meeting will be sent to Parents/Guardians in writing and a copy of the letter will be kept in the school records
- The incidence of bullying will be discussed at the meeting and possible resolutions will be put forward and with the co-operation of Parents/Guardians these resolutions will be put in place. The situation will be monitored on an on-going basis to ensure a positive outcome. Failure to resolve the problem will result in the matter being referred back to the Board of Management. Minutes of the meeting will be kept in the school records.

The school's programme of support for working with pupils affected by bullying is as follows

- Class lessons designed to raise their self -esteem and to develop their friendships and social skills
- Counselling

- Play Therapy

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.

This policy was adopted by the Board of Management on 15|11|'23 [date].

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.

Signed: _____
(Chairperson of Board of Management)

Signed: _____
(Principal)

Date: __15 November 2023__

Date: 15 / 11 | '23

Date of next review: October 2024

Appendix 1

Directory of Support Services

Anti-Bullying Centre	(01) 6082573
CAB – Campaign Against Bullying	(01) 2887976
Childline Freephone	1800 666660
Irish Association for Counselling and Psychotherapy	(01) 2300061
ISPCC	(01) 6794944
The National Association for Parents Support (NAPS)	(0502) 20598
Parentline (Parents under Stress)	(01) 8733500
Samaritans (Callsave)	1850 609090
Sticks and Stones Theatre Company	(01) 2807065
Trinity College Dublin – Anti-Bullying Research Centre	(01) 6601011
Victim Support	1800 661771

Some Useful Websites

Webwise – https://www.webwise.ie/

Anti-Bullying Campaign Tools for Teachers - www.antibullyingcampaign.ie

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

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

- Model respectful behaviour to all members of the school community at all times.

- Explicitly teach 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 the 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.

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Appendix 3– Template for recording bullying behaviour

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

Name _____   Class _____

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

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3.Source of bullying concern/report   4.Location of incidents

Pupil concerned			Playground	
Other Pupil			Classroom	
Parent			Corridor	
Teacher			Toilets	
Other			School Bus	
			Other	

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

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6.**Type** of Bullying Behaviour

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

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

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

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9.Details of actions taken

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Signed _____(Relevant Teacher)   **Date**
_____Date submitted to Principal/Deputy Principal _____