



Scoil Bhríde, Eglantine Anti-Bullying Policy

1. In accordance with the requirements of the Education (Welfare) Act 2008 and the code of behaviour guidelines issued by the NEWB, the Board of Management of Scoil Bhríde Eglantine 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:

(a) 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.
- Promotes respectful relationships across the school community;

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 its approach 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 care of all children and in particular children identified as being "at risk" pupils and uses its monitoring systems to facilitate early intervention where necessary. 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.

(b) Effective leadership

(c) A school-wide approach

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



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

- build empathy, respect and resilience in pupils
- explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying

(f) Effective supervision and monitoring of pupils

(g) Supports for staff

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

(i) On-going evaluation of the effectiveness of the anti-bullying policy.

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

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

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
- 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 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. The relevant teachers for investigating and dealing with bullying are as follows:

1. Class teacher
2. Deputy Principal: Ms Jennifer O Shea
3. Principal: Mr Eoin Kennedy

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



Rights and Responsibilities:

In the school's daily routine life, the ways in which people interact with each other significantly affect each person's sense of self-worth, belonging and well-being. The fostering of high quality interpersonal relationships among teachers, students, parents and ancillary staff is a responsibility shared by everyone. All members of the school community have a role to play in the prevention of bullying.

Responsibilities of the Board of Management

The Board of Management is responsible for ensuring

- That all members of the school community are enabled to deal effectively with bullying.
- The Board is committed to providing time and resources for the implementation of the policy.
- The Board will ensure that proper supervisory and monitoring measures are in place to prevent bullying, and to deal with incidents appropriately as they arise.

Responsibilities of School Staff

- To implement prevention and intervention strategies which build and maintain a safe learning environment for the whole school community
- To empower students to deal with conflict in constructive ways
- To take all reports of bullying seriously and to report them to the Principal if warranted.
- To document any serious bullying incidents using **Appendix 3 Template for recording bullying behaviour in Scoil Bhríde Eglantine**

Responsibilities of Pupils

- To show consideration, respect and support towards others
- To be able to identify bullying behaviour
- To not bully others
- To tell if they are being bullied or if they see someone else being bullied
- To use the steps that are outlined in the Stay Safe Programme and engage in responsible reporting when witnessing or experiencing bullying behaviour
- To feel empathy for targeted members of the school community and as a result take safe and sensible action as a bystander.

Responsibilities of Parents

- To read and become familiar with our School Policy and our definition of bullying. This policy is available on our website.
- To support the school in the implementation of the policy.
- To watch out for signs that their child may be being bullied.
- To speak to the class teacher if their child is being bullied or they suspect that this is happening
- To speak to the class teachers as soon as they are aware that issues are arising which are affecting their child. We believe that it is always better "to nip things in the bud."
- To instruct their children to tell if they are being bullied or if they have seen other students being bullied.
- To notify the school if they think that their child is displaying bullying behaviour and to work with the school in addressing this problem. They should not defer letting the school know of any issue, in the hope that the problem will go away.
- To never directly approach a student, or the parent of a student, at the school to intervene in behavioural issues.



The list of examples below is non-exhaustive. Our annual review of this policy may add to this list.

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” (e.g. threatening looks, throwing eyes to heaven etc.) Invasion of personal space A combination of any of the types listed This is not an exhaustive list
<p>Cyber (This type of bullying is increasingly common and is continuously evolving.)</p>	<ul style="list-style-type: none"> Denigration: Spreading rumours, 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. Instagram/ TikTok/Facebook/ Snapchat/ Twitter/Yolo/ Twitch/WhatsApp/YouTube or on games consoles Abusive website comments/Blogs/Pictures Abusive posts on any form of communication technology <p>Note: This is not an exhaustive list</p>
<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



	<ul style="list-style-type: none"> • Name calling e.g. Gay, queer, lesbian...used in a derogatory manner (See pg. 5 of PDST Booklet ‘Sexual Orientation-Advice For Primary Schools’) • 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 • Spreading rumours • Breaking confidence • Talking loud enough so that the victim can hear • The “look” (e.g. threatening looks, throwing the eyes to heaven etc.) • Use or terminology such as ‘nerd’ in a derogatory way
Sexual	<ul style="list-style-type: none"> • Unwelcome or inappropriate sexual comments or touching • Harassment
Special Educational Needs, Disability	<ul style="list-style-type: none"> • Name calling • Taunting others because of their disability or learning needs • Taking advantage of some pupils’ vulnerabilities and limited capacity to recognise and defend themselves against bullying • Taking advantage of some pupils’ vulnerabilities and limited capacity to understand social situations and social cues. • Mimicking a person’s disability • Setting others up for ridicule

5. The 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:

Education and prevention strategies

School-wide approach

- A school-wide approach to the fostering of respect for all members of the school community.
- 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.
- Professional development with specific focus on the training of the relevant teachers.
- 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 extracurricular 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.
- Development and promotion of an Anti-Bullying code for the school-to be 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) of new pupils are made aware that a copy be downloaded from the school website as part of the Code of Behaviour of the school.
- The implementation of regular (e.g. per year/per term/per month/per week) whole school awareness measures – there will be regular school and year group assemblies conducted by the principal to discuss the promotion of friendship and the prevention of bullying in our school.
- Teachers will encourage and promote a culture of telling, with particular emphasis on the importance of bystanders. 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 will ensure that pupils know who to tell and how to tell, e.g.:
 - ✓ Direct approach to teacher at an appropriate time.
 - ✓ Hand note up with homework.
 - ✓ Tell their teacher or another trusted adult in the school.
 - ✓ Get a parent(s)/guardian(s) or friend to tell on your behalf.
 - ✓ Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- Parent(s)/guardian(s) are encouraged to approach the school if they suspect that their child is being bullied.
- Our Acceptable Use Policy includes the necessary steps to ensure that the access to technology within the school is strictly monitored.

Implementation of curricula

- The full implementation of the SPHE curricula and the RSE and Stay Safe Programmes.
- 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, Grow in Love.
- 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.

Links to other policies

- Code of Behaviour, Child Protections policy, Supervision of pupils, Acceptable Use policy, Strategy for School Attendance.

6. The school's procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows (see Section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary Schools):



Procedures for Investigating and Dealing with 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 will 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), school traffic warden, caretakers, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher and/or the principal.

Investigating and dealing with incidents: Style of approach

- In investigating and dealing with bullying, the (relevant)teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved.
- Parent(s)/guardian(s) 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.
- Teachers should take a calm, unemotional problem-solving approach.
- 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 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 may face them from the other members of the group after the 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 parent(s)/guardian(s) of the parties involved should be contacted at the initial stage to inform them of the matter and explain the actions being taken (by reference to the protocols in our anti-bullying policy).
- The school will give parent(s)/guardian(s) an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports provided to the pupils.
- Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to her how she is in breach of the school's anti-bullying policy and efforts should be made to try to get her to see the situation from the perspective of the pupil being bullied.



- It will also be made clear to all involved (each set of pupils and parent(s)/guardian(s)) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, her parent(s)/guardian(s) and the school.

Follow up and recording

- 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;
 - Any feedback received from the parties involved, their parent(s)/guardian(s) or the school Principal or Deputy Principal
- 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.
- Where a parent(s)/guardian(s) is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent(s)/guardian(s) must be referred, as appropriate, to the school's complaints procedures.
- In the event that a parent(s)/guardian(s) has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parent(s)/guardian(s) of their right to make a complaint to the Ombudsman for Children.

Recording of bullying behaviour

All recording of bullying incidents will be done in an objective and factual manner.

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

Informal-pre-determination that bullying has occurred

- All staff must keep a written record of any incidents witnessed by them or notified to them. These written records will be kept in the pupils' file(s). 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 of all incidents being investigated.

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 (incl. Appendix 3) which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved. The teacher will inform the principal of the bullying incident.

Formal Stage 2-Appendix 3 Template for Recording Bullying Behaviour in Scoil Bhríde Eglantine

The relevant teacher must use the recording template at Appendix 3 to record the bullying behaviour.

- The following behaviours will be recoded and reported immediately to the principal:
- Physical Aggression



- Cyber-bullying
- Damage to property
- Identity based bullying behaviours. (See Harassment based on any of the 9 grounds in the equality legislation)

When the recording template is used, it must be retained by the relevant teacher in question and a copy maintained by the principal.

Established Intervention Strategies

- Teacher interviews with all pupils. Parents will be notified after such interviews.
- 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

7. The school's programme of support for working with pupils affected by bullying is as follows (see Section 6.8.16 of the Anti-Bullying Procedures for Primary and Post-Primary Schools)

- All in-school supports and opportunities will be provided for the pupils affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience e.g. Group work such as circle time, and the Weaving Wellbeing programme.
- 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.
- Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.

8. Supervision and Monitoring of Pupils

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

9. Prevention of Harassment

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



10. Adoption of this Policy

This policy was adopted by the board of management on __14/12/2021_____(date)

11. This policy has been made available to school personnel, published on the school website (or where none exists, is otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association. A copy of this policy will be made available to the Department and the patron if requested.

12. This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website (or where none exists, be otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: Bill Reidy Date :14/12/2021

(Chairperson of Board of Management)

Signed: Koia Kennedy Date: 14/12/21

(Principal)

Date of next review: 14/12/23



Appendix 1: Template Anti-Bullying Policy

All sections of this template must be completed

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 Scoil Bhríde Eglantine 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:
 - ☐ 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 *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.

Additional information on different types of bullying is set out in Section 2 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

4. The relevant teacher(s) for investigating and dealing with bullying is (are) as follows: (see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

A pupil or parent may bring a bullying concern to any teacher in the school. Individual teachers must take appropriate measures regarding reports of bullying behaviour in accordance with the school's anti-bullying policy.

The relevant teachers for investigating and dealing with bullying are as follows:

1. Class teacher
2. Principal: Mr Eoin Kennedy
3. Deputy Principal: Ms Jennifer O Shea

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



5. The education and prevention strategies (including strategies specifically aimed at cyber- bullying and identity-based bullying including in particular, homophobic and transphobic bullying) that will be used by the school are as follows (see Section 6.5 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

Education and prevention strategies

School-wide approach

- A school-wide approach to the fostering of respect for all members of the school community.
- 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.
- Professional development with specific focus on the training of the relevant teachers.
- 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 extracurricular 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.
- Development and promotion of an Anti-Bullying code for the school-to be 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)s of new pupils are made aware that a copy be downloaded from the school website as part of the Code of Behaviour of the school.
- The implementation of regular (e.g. per year/per term/per month/per week) whole school awareness measures – there will be regular school and year group assemblies conducted by the principal to discuss the promotion of friendship and the prevention of bullying in our school.
- Teachers will encourage and promote a culture of telling, with particular emphasis on the importance of bystanders. 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 will ensure that pupils know who to tell and how to tell, e.g.:
 - ✓ Direct approach to teacher at an appropriate time.
 - ✓ Hand note up with homework.
 - ✓ Tell their teacher or another trusted adult in the school.
 - ✓ Get a parent(s)/guardian(s) or friend to tell on your behalf.
 - ✓ Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- Parent(s)/guardian(s) are encouraged to approach the school if they suspect that their child is being bullied.
- Our Acceptable Use Policy includes the necessary steps to ensure that the access to technology within the school is strictly monitored.

Implementation of curricula

- The full implementation of the SPHE curricula and the RSE and Stay Safe Programmes.
- 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, Grow in Love.
- 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.

Links to other policies

- Code of Behaviour, Child Protections policy, Supervision of pupils, Acceptable Use policy, Strategy for School Attendance.

6. The school's procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows (see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

Procedures for Investigating and Dealing with 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 will 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), school traffic warden, caretakers, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher and/or the principal.

Investigating and dealing with incidents: Style of approach

- In investigating and dealing with bullying, the (relevant)teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved.
- Parent(s)/guardian(s) 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.
- Teachers should take a calm, unemotional problem-solving approach.
- 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 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 may face them from the other members of the group after the 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 parent(s)/guardian(s) of the parties involved should be contacted at the initial stage to inform them of the matter and explain the actions being taken (by reference to the protocols in our anti-bullying policy).
- The school will give parent(s)/guardian(s) an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports provided to the pupils.
- Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to him how she is in breach of the school's anti-bullying policy and efforts should be made to try to get her to see the situation from the perspective of the pupil being bullied.
- It will also be made clear to all involved (each set of pupils and parent(s)/guardian(s)) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his parent(s)/guardian(s) and the school.

Follow up and recording

- 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;
 - Any feedback received from the parties involved, their parent(s)/guardian(s) or the school Principal or Deputy Principal
- 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.
- Where a parent(s)/guardian(s) is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent(s)/guardian(s) must be referred, as appropriate, to the school's complaints procedures.
- In the event that a parent(s)/guardian(s) has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parent(s)/guardian(s) of their right to make a complaint to the Ombudsman for Children.

Recording of bullying behaviour

All recording of bullying incidents will be done in an objective and factual manner.

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



Informal-pre-determination that bullying has occurred

- All staff must keep a written record of any incidents witnessed by them or notified to them. These written records will be kept in the pupils' file(s). 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 of all incidents being investigated.

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 (incl. Appendix 3) which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved. The teacher will inform the principal of the bullying incident.

Formal Stage 2-Appendix 3 Template for Recording Bullying Behaviour in Scoil Bhríde Eglantine

The relevant teacher must use the recording template at Appendix 3 to record the bullying behaviour.

The following behaviours will be recoded and reported immediately to the principal:

- 1 Physical Aggression
- 2 Cyber-bullying
- 3 Damage to property
- 4 Identity based bullying behaviours. (See Harassment based on any of the 9 grounds in the equality legislation)

When the recording template is used, it must be retained by the relevant teacher in question and a copy maintained by the principal.

Established Intervention Strategies

- Teacher interviews with all pupils. Parents will be notified after such interviews.
- 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



7. The school's programme of support for working with pupils affected by bullying is as follows (see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*) :
- All in-school supports and opportunities will be provided for the pupils affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience e.g. Group work such as circle time, and the Weaving Wellbeing programme.
 - 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.
 - Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.

8. Supervision and Monitoring of Pupils

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

9. Prevention of Harassment

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

10. This policy was adopted by the Board of Management on 14/12/21.

11. This policy has been made available to school personnel, published on the school website (or where none exists, is otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A copy of this policy will be made available to the Department and the patron if requested.

12. This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website (or where none exists, be otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: Bill Reidy
(Chairperson of Board of Management)

Signed: Kate Kennedy
(Principal)

Date 14/12/21

Date: 14/12/21

Date of next review: 14/12/23



Appendix 2: Recommendations for Building A Positive School Culture and Climate in Scoil Bhríde Eglantine

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 in Scoil Bhríde Eglantine

- 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.



Appendix 3 Template for recording bullying behaviour in Scoil Bhríde Eglantine

1. Name / Pupil ID of pupil being bullied and class group

Name _____ Class _____

2. Name(s) / Pupil ID and class(es) of pupil(s) engaged in bullying behaviour

3. Source of bullying concern/report (tick relevant box(es))

Pupil concerned	<input type="checkbox"/>
Other Pupil	<input type="checkbox"/>
Parent	<input type="checkbox"/>
Teacher	<input type="checkbox"/>
Other	<input type="checkbox"/>

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

Playground	<input type="checkbox"/>
Classroom	<input type="checkbox"/>
Corridor	<input type="checkbox"/>
Toilets	<input type="checkbox"/>
Online	<input type="checkbox"/>
Other	<input type="checkbox"/>

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	<input type="checkbox"/>	Cyber-bullying	<input type="checkbox"/>
Damage to Property	<input type="checkbox"/>	Intimidation	<input type="checkbox"/>
Isolation/Exclusion	<input type="checkbox"/>	Malicious Gossip	<input type="checkbox"/>
Name Calling	<input type="checkbox"/>	Other (specify)	<input type="checkbox"/>

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

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 _____