



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 Sacred Heart Junior 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; and
- promotes respectful relationships across the school community;

(b) Effective leadership

- **ISM Team** – have a clear role to act in a leadership capacity within the school community, stimulating a whole school approach to preventing and tackling bullying – and modelling best practice.
- The Principal of Sacred Heart JNS, as key leader, strongly influences attitudes and sets standards in relation to dealing with bullying.
- Teachers must act as good role models and not misuse authority, but be fair, clear and consistent in their disciplinary measures

(c) A school-wide approach

- A whole school community approach to the problem of bullying is required and Sacred Heart JNS school community comprises of management, teachers, SNAs, non-teaching staff, pupils, parents/guardians.

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

- Sacred Heart JNS endeavours to put in place appropriate systems to ensure that ALL relevant members of the school community (parents, pupils, staff and the wider community) have a shared understanding of what constitutes bullying behaviour as defined in this policy (*Section 2&3 of Anti Bullying Procedures for Primary and Post Primary Schools*)

(e) 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;

(f) Effective supervision and monitoring of pupils

- Staff members have a distinct responsibility to ensure that supervision of pupils in class is effective and consistent
- Supervision in yard areas must be managed and conducted effectively, with particular attention given to arrival and dismissal times.

(g) Supports for staff

- All staff must have a uniform interpretation of what is expected in relation to bullying, how to identify possible bullying behaviours, how to manage disclosures and how to deal effectively with incidents of bullying within the classroom context.
- Staff must be aware that supporting one another is a key aspect of prevention and new/inexperienced members of staff must be given every opportunity to discuss concerns and model best practice.

(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 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 (See Appendix 1)*

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

- Class teacher
- Principal
- Deputy Principal
- Support Teacher
- Care Team

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, 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.
- **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
- **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.
- The code of behaviour and anti-bullying policies are also available on our website www.sacredheartjns.ie
- The implementation of regular **whole school awareness measures** e.g. the promotion of friendship, and bullying prevention; annual Friendship Week and parents/guardians information days/meetings.
- **Encourage 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.
- 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.
 - Feelings or Worry box?
 - 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.
- **Clear protocols** to encourage parent(s)/guardian(s) to approach the school if they suspect that their child is being bullied.
- Implementation of the school's **Acceptable Use Policy** in the school to include the necessary steps to ensure that the access to technology within the school is strictly monitored and the pupils' use of mobile phones is strictly prohibited.
- The **listing of supports** currently being used in the school and the identification of other supports available to the school

Implementation of curricula

- The full implementation of the **SPHE** curriculum, the **RSE** and **Stay Safe** Programmes.
- **Continuous Professional Development** for staff in delivering these programmes.
- Whole school delivery of lessons on bullying from evidence based programmes, e.g. Stay Safe Programme, The Walk Tall Programme.
- Targeted delivery of lessons on **Cyber Bullying** and **Diversity and Interculturalism** at the appropriate class levels.
- 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

School policies, practices and activities that are particularly relevant to bullying, e.g. Code of Behaviour, Child Protections policy, Supervision of pupils, Acceptable Use policy, Attendance, Sporting activities, data protection, record keeping and RSE.

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:

6.8.9. 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 must be consistent with the following approach.

Every effort will be made to ensure that all involved (including pupils, parents/guardians) understand this approach from the outset.

Reporting bullying behaviour

- All parents, pupils and staff are directed to report promptly any concern or incidents of bullying behaviour including cyber bullying to relevant staff i.e. class teacher, support teacher, Principal, Deputy Principal
- All reports will be investigated and dealt with by the relevant teacher or if appropriate the classroom teacher of the children involved.
- 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.

Investigating and dealing with allegations of bullying behaviour:

- Reports of bullying behaviour (including cyber bullying), no matter how trivial, will be investigated and dealt with by the relevant teachers. Serious cases will be referred immediately to the Principal. The teacher investigating will speak separately to the pupils involved in an attempt to get both sides of the story. The teacher will use open ended, non-judgemental questioning to allow/parents/staff to report fully. If bullying has occurred, a written record of the investigation will be kept. The Relevant Teacher investigates the allegation of bullying behaviour with a view to establishing the facts and bringing any such behaviour to an end. In investigating and dealing with allegations of 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;
- The school, through the relevant teacher reserves the right to ask any teacher to write an account of what happened as part of an investigation. This does not necessarily imply that a pupil is guilty of misbehaviour.
- The relevant teacher(s) may conduct a whole class survey in the classes involved in the alleged bullying behaviour.
- Following the class survey the alleged perpetrator is interviewed by the class teacher. 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. 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;
- 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 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 an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy). The school should give 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/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 parent(s)/guardian(s)) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parent(s)/guardian(s) and the school;
- All documentation regarding bullying incidents and their resolution is retained securely by the relevant teacher during investigation and is handed over to the Principal thereafter.

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;

- o Whether any issues between the parties have been resolved as far as is practicable;
- o Whether the relationships between the parties have been restored as far as is practicable;
- o Any feedback received from the parties involved, their 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

It is imperative that all recording of bullying incidents must 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 on the incident report form. A written record will be kept in all classrooms and in the office. All incidents must be reported to the relevant teacher.
- While all 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 using Appendix 1 which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.

Formal Stage 2-Appendix 2 (From DES Procedures)

The relevant teacher must use the recording template at **Appendix 2** 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) All bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable.

Teachers records are retained in a secure space in the teacher's classroom. All report templates given to the Principal will be retained in the filing cabinet in the Principal's office.

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

When the school has established that bullying has taken place, efforts will be made to restore the relationships between the pupils involved and rebuild the self-esteem, self-confidence and wellbeing of those affected. The level of support provided by the school will depend on the severity of the case and pupils involved. Teachers and the Principal will use their professional judgement when deciding if and which of the following supports will be necessary.

The Class Teacher may use the following initiatives in class :

- o Walk Tall
- o Stay Safe
- o Support Teacher Resources
- o Weaving wellbeing Junior and Senior Infants
- o Wellbeing copies 1st and 2nd classes
- o Active schools activities
- o Friendship week lessons
- o SPHE lessons

School support from the Support Teacher, Special Education Team and School Completion Co-Ordinator may include :

- o Out of class one to one intervention
- o Out of class group work intervention
- o Circle Time – delivered by Class Teacher or Support Teacher
- o Care Team

Out of School support for pupils may include :

- o **If the pupils require counselling or further supports, the school will endeavour to liaise with the appropriate agencies to organise same** – NEPS, CAMHS, Family Support Worker CARP
- o Internet safety talks from outside experts

Contact with the pupil's family to help support at this time may include :

- o Contact from the Class Teacher, Support Teacher, or Principal via phone call, letter or meeting.
- o A visit from the HSCL 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 of An Chroí Ró Naofa on

11. This policy has been made available to school personnel, published on the school website www.sacredheartjns.ie and available to parents and pupils on request and provided to new parents/guardians in the school information booklet. 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:

Patricia Dehy
(Chairperson of Board of Management)

Doncough
(Principal)

Date: September 2024

Appendix 1

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

Identity Based Behaviours Including any of the nine discriminatory grounds mentioned in Equality Legislation (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).	
Homophobic and Transgender	<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
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

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Appendix 2 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

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"/>
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"/>
	<input type="checkbox"/>		<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: _____

*** 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.

