



St Vincent's Boys' School
North William Street, Dublin 1
Roll Number: 15816i

Anti-Bullying Policy

In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB, the Board of Management of St Vincent's Boys' School has adopted the following anti-bullying policy within the framework of the school's overall code of behaviour. This policy fully complies with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools* which were published in September 2013. The policy will apply to all staff and pupils under the care of the school.

The Anti-bullying Policy integrates with and supports a number of other key school policies including:

- Child safeguarding Statement
- Code of Behaviour
- Care Team Policy
- Religious Education Policy
- SEN Policy

Aim:

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 promoting 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;
- Supports for staff – Jenny Moseley Training. Golden Rules.
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies);
- On-going evaluation of the effectiveness of the anti-bullying policy – review in January & June.

What is bullying?

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

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

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 comment, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's code of behaviour.

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

Who deals with bullying?

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*):

- Class Teachers
- Resource Teachers
- Deputy Principal
- School Principal

Education & Prevention Strategies:

The education and prevention strategies that will be used by the school are as follows (see Section 6.5 of the *Anti-bullying Procedures for Primary and Pos-Primary Schools*). Such initiatives will focus on developing pupil's awareness and understanding of bullying, including its causes and effects.

- Prevention Strategies
 - Implementation of the RSE and Stay Safe programmes
 - Creation of listening systems through Circle Time and Bubble Time
 - Development of emotional literacy for children to properly express themselves and adapting this for those with communication needs (use of PECS, feeling faces charts)
 - Explicit teaching of what respectful language and respectful behaviour looks like, acts like, sounds like and feels like around the school (through modelling, circle time, puppets, story and discrete SPHE lessons, Religion Class)
 - Use of IEPs to identify and address individual needs including resilience, self esteem, communication skills and the social and emotional wellbeing of children with SEN

- Visibility of diversity in resources and language used throughout the curriculum
 - Teacher, parents and other pupils and staff to be watchful
 - Monitor new pupils as to how they are settling in – Create a ‘How I feel about school’ check in/assessment for all boys and can be done by Sna’s, Resource Teachers, Class Teachers, Vice Principal & Principal, twice an academic year to keep on file and post on Aladdin in student’s profile?
 - Role Play
 - Implementation of Golden Rules in each class – Golden rules will be displayed throughout the school to convey key respect messages
- Intervention Strategies
 - Use of check in sheets to monitor the situation
 - Stay Safe Programme – time will be devoted to discussion of bullying at each class level in an age appropriate way. Teachers will place great emphasis on re-affirming the children’s sense of self-esteem

Proceedure for Investigation

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):

- a) Reports of bullying either from parents or staff members will be recorded using the Template for recording bullying behaviour (see attached). The relevant teacher will investigate and act appropriately. If the teacher suspects that bullying occurred the Deputy Principal/Principal should be informed. These records are to be stored on Aladdin so that such issues can be monitored effectively and efficiently.
- b) Parents of those involved will be notified and given an opportunity to discuss the matter with the Teacher. Parents and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as practicable, the relationships of the parties involved as quickly as possible. It will be made clear to all involved (each set of parents and pupils) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil(s) and his parents. All meetings regarding a serious bullying matter to be recorded on Aladdin.
- c) It should be made clear to the children that reporting incidents of bullying is very important and that it is the responsible thing to do. Reports should be thoroughly investigated to ensure information is accurate and consistant.
- d) Non-teaching staff such as SNAs, secretaries and caretakers, hygiene staff will be encouraged to report any incidents of bullying behaviour witness by them to the relevant teacher.
- e) A record should be kept of how the matter was handled and the outcome. When the class moves on, the succeeding teacher should be informed of any problems that existed.

Programme of Support

St Vincent’s Junior Boys School will support the pupil affected by bullying / bully themselves by using some of the following interventions in an age appropriate manner and in keeping with the needs of the pupil concerned:

- There will be strategies put in place to build up child’s self-esteem and resilience with great efforts made to enhance their friendship building skills and develop their social and emotional skills
- Pupils involved in bullying behaviour will be given strategies to appropriately express their feelings and needs and to positively develop their self-worth, self-image and self-esteem, whilst building up tolerance and resilience.
- Education training / staff development – all staff received training in Jenny Moseley. New teachers will receive training from relevant staff members on Jenny Moseley. Staff will also be encouraged to attend CPD which will inform best practice in Anti-bullying measures

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 in June 2020.

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.

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: _____
(Chairperson of Board of Management)

Signed: _____
(Principal)

Date: _____

Date: _____

Date of next review: _____