

St. Vincent's National School, Coolarne

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. Vincent's National School has adopted the following anti-bullying policy within the framework of the school's overall code of behaviour. This policy fully complies with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools* 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.

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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:

1. Physical aggression
2. unacceptable comments – putting children down
3. isolating children, deliberate exclusion, malicious gossip and other forms of relational bullying
4. name calling
5. cyber bullying
6. intimidation
7. 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*.

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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. Relevant Class Teacher in 6.8.3 the first instance
 - b. The Principal or in her absence the Deputy Principal

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*):

A Culture of respect is fostered at all times in the school through the following

- a. Showing respect for each other
- b. School Rules- see Code of Behaviour policy
- c. Cross Curricular: English, Religion, Art, Music, Drama, P.E.
- d. Stay Safe
- e. Walk Tall
- f. Tolerance of each, celebrate difference.
- g. Integration of Restorative Practice

All members of the school community are expected to abide by the Code of Behaviour at all times whether inside the school, or representing the school at outside of school hours activities

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):

- a. Circle Time
- b. Discussion – Problem Solving
- c. Anti-Bullying Awareness Days
- d. Culture of Openness is fostered
- e. Parents also receive training on Bullying
- f. Children and adults are encouraged to speak out
- g. Restorative Practice

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):

- a. Heard and believed
- b. Investigated thoroughly
- c. Bullies have been dealt with
- d. Victims
 - apologies from bullies
 - feedback from parents
 - voice hurt
 - repair work between both parties
- e. Contact Psychological Services in very serious cases

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

28th. August, 2014.

11. This policy has been made available to school personnel, will be 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, will be readily accessible to parents and pupils on request and provided to the Parents' Association. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: David O'Brien
(Chairperson)
Board of Management)

Signed: Maura Murphy
(Principal)

Date: 28th. August 2014

Date: 28th. August 2014

Reviewed on 28th. August, 2018

Date of next review: 9th. June, 2021

Signed: Ann Boland
Chairperson BOM

Signed: Maura Murphy
Principal & Secretary to BOM

Reviewed on 9th June 2021

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The following records will be completed when a case of bullying is to be reported.

Appendix 3 - 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	
Other Pupil	
Parent	
Teacher	
Other	

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

Playground	
Classroom	
Corridor	
Toilets	
School Bus	
Other	

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

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6. **Type of Bullying Behaviour** (tick relevant box(es)*)

Physical Aggression		Cyber-bullying	
Unwarranted comments – putting a child down		Intimidation	
Isolation/Exclusion		Malicious Gossip	
Name Calling		Other (specify)	

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

Homophobic	Disability/SEN Related	Racist	Membership of Traveller Community	Other (specify)

8. **Brief Description of bullying behaviour and its impact:**

9. **Details of actions taken:**

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.

