Scoil Eoin Baiste

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 Scoil Eoin Baiste has **adopted the following anti-bullying policy** within the framework of the school's overall code of behaviour and is also implementing the KiVa Anti-Bullying programme. 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;

- allows 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

(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)

i.e. School implementing KiVa programme

- 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; - with use of KiVa strategies

(f) Effective supervision and monitoring of pupils

(g) Supports for staff – in school training (KiVa)

(h) KiVa support team (in school)

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To be reviewed: 2024

(i) Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); using KiVa documentation and procedures.

(j) 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.

Examples of bullying behaviours

(List is non exhaustive)

General behaviours which apply to all types of bullying	- 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 - Teasing - 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.
Cyber	• **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	• 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
	• Discrimination, prejudice, comments or insults about colour,

Race, nationality, ethnic background and membership of the Traveller community	nationality, culture, social class, religious beliefs, ethnic or traveller background • Exclusion on the basis of any of the above
Relational	This involves manipulating relationships as a means of bullying. Behaviours include: • 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	• Unwelcome or inappropriate sexual comments or touching • Harassment
Special Educational Needs, Disability	• 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

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

The Relevant Teachers in this school are:
    1. KiVa Team
    2. Class Teacher
    3. Deputy Principal
    4. Principal
 	
Any Teacher may act as a relevant teacher if circumstances warrant it.

To be reviewed: 2024

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 and training in KiVa programme in so far as possible.
- KiVa action plan to include follow up with staff.
- Whole Staff survey by KiVa facilitators
- Development and promotion of an Anti-Bullying code for the school-to be and displayed publicly in classrooms and in common areas of the school. i.e. KiVa contract
- The school's anti-bullying policy is discussed with pupils and new parent(s)/guardian(s) are informed of policy and where it can be accessed in office.
- The implementation of regular (e.g. per year/per term/per month) whole school awareness measures e.g. a dedicated KiVa notice board in the school and classrooms on the promotion of friendship, and bullying prevention; parent(s)/guardian(s) seminars; annual/term/monthly regular school or group assemblies by principal, deputy principal.
- 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. All classes 1st – 6th taught specific KiVa lessons and will follow KiVa programme.
- School wide programmes that encourage respect and empathy for others. Incredible Years Programme and Friends for Life Programme. KiVa programme.
- Ensuring that pupils know who to tell and how to tell, e.g. KiVa team
  - Direct approach to teacher at an appropriate time, for example after class.
  - Hand note up with homework.
  - Make a phone call to the school or to a trusted teacher 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.

- Identify clear protocols to encourage parent(s)/guardian(s) to approach the school if they suspect that their child is being bullied. The protocol should be developed in consultation with parents.
- The development of an Acceptable Use Policy in the school to include the necessary steps to ensure that the access to technology within the school is strictly monitored, as is the pupils' use of mobile phones.
- As part of our commitment to whole school internet safety and cyberbullying prevention, we endeavour to provide annual workshop for pupils every year and also a parental workshop, open to all parents of Scoil Eoin Baiste
- The listing of supports currently being used in the school and the identification of other supports available to the school
  - School Completion Programme
  - Child Focus
  - Dina Incredible Years
  - Anti-bullying seminars from transition year students
  - Friends for Life Programme
  - S.P.H.E curriculum Stay Safe, RSE
  - Talk from Garda Community
  - Rainbows
  - N.E.P.S
  - KiVa programme
  - ISPCC
  - Play Therapy
  - Referrals to external agencies
  - Transition workshops for 6th Class

Implementation of curricula
- The full implementation of the SPHE curriculum and the RSE and Stay Safe Programmes and KiVa program.
- Continuous Professional Development for staff in delivering these programmes.
- School wide delivery of lessons on bullying from evidence based programmes, Stay Safe Programme, The Walk Tall Programme, Incredible Years programme, Friends for Life programme, KiVa programme.
- Delivery of the Garda SPHE Programmes at primary and post- primary level. These lessons, delivered by Community Gardai, cover issues around personal safety and cyber-bullying
- 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.
- The school will implement the advice in "Sexual Orientation advice for schools" (RSE Primary, see booklet).

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Links to other policies
- List of school policies, practices and activities that are particularly relevant to bullying,
  - Code of Behaviour
  - Child Protections policy
  - Supervision of pupils
  - Acceptable Use policy
  - Attendance
  - Sporting activities.

5. 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): - From 2019 SEB are implementing KiVa programme and following the investigative procedures laid out in this programme to deal with bullying.

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, parent(s)/guardian(s) understand this approach from the outset. KiVa parent information session.

Reporting bullying behaviour

- A screening case document will be completed by Class Teacher, having been notified by other adult.
- 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 KiVa team initially if deemed to be bullying.
- 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 class teacher/ KiVa team

Investigating and dealing with incidents: Style of Approach
- KiVa team investigate see appendix 1 for KiVa case document.
- If KCD (KiVa Case Document) KiVa determines that bullying occurred.
- Parent(s)/guardian(s) and pupils maybe 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 KiVa team 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, where possible. 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; - recorded in KCD.
- 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 KiVa team.
- In cases where it has been determined by the KiVa team that bullying behaviour has occurred, and that the investigative procedures has been fully completed then parents/guardians may be notified pending each case. At the end of the procedures parents guardians may have 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 KiVa team 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 KiVa has been unsuccessful and 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;**

Follow up and recording

- In determining whether a bullying case has been adequately and appropriately addressed the KiVa team taken 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)s or the school Principal or Deputy Principal
- Follow-up meetings as part of procedures will occur.
- 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:

Investigation: Informal- pre-determination that bullying has occurred
- A screening case document will be filled out in any case of suspected bullying by the notified adult. This will then be investigated and dealt with by the KiVa team if deemed to be bullying.
  Copies of screening forms will be stored by KiVa team co-ordinator and principal.

KiVa Process
- If KiVa team had determined that bullying has occurred see appendix (2) for Kiva process.
  Copies of the investigative process will be scored by KiVa team co-ordinator and principal.
  When children are left school records are kept in the Data Protection room for a period of 18 years.

Established intervention strategies
- Teacher interviews with all pupils
- 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)s to support school interventions
- No Blame Approach
- Circle Time
- Restorative interviews
- Restorative conferencing
- Peer mediation where suitable training has been given

The Procedures mention the following intervention strategies
- The traditional disciplinary approach
- Strengthening the victim
- Mediation
- Restorative Practice
- The Support Group Method
- The Method of Shared Concern

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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.
    - Pastoral care system
    - Buddy system
    - Care team / Student Support Team
    - Group work such as circle time

- 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.

- There are agreed appropriate monitoring and supervision practices in the school.
- The bullying danger spots been identified.
- KiVa team, learning support teachers, resource teachers, Home School Liason, Vice Principal, Principal, School Completion personnel will give support on an ongoing basis.
- In relation to Acceptable Use Policy in the school the following issues addressed:
    - All Internet sessions supervised by a teacher.
    - The pupils have been instructed to use only approved class accounts for email purposes and to use these only under teacher supervision.
    - The pupils have been instructed to access only those chat rooms, discussion forums and messaging or other electronic communication fora that have been approved by the school.
(Note that the Schools Broadband Programme has a blocking system in place which blocks some social networking sites.

Reviewed: May 2023

To be reviewed: 2024

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.

11. This policy has been made available to school personnel, and 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, is 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.

Ratified by the Board of Management   **Date:**

Signed: _____   Date: __30__/__05__/__2023__

Chairperson of Board of Management

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APPENDIX 1

Scoil Eoin Baiste Incident report form 1

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

2. **Name(s) of pupil(s) and class(es) involved in bullying behaviour/incident**

3. **Source of bullying complaint (please tick relevant boxes)**

Pupil concerned	
Other pupil	
Parent	
Teacher	
other	

Name of person who reported bullying: _____

4. **Location of bullying**

Playground	
Classroom	

To be reviewed: 2024

Corridor	
Toilets	
Journey to/from school	
other	

5. **Please describe bullying behaviour or incident and its impact**

[ ]

6. **Details of action taken: (Please tick if completed)**
   - Interviewed relevant children [ ]

   - Decided if bullying did or did not take place (yes/no? in relevant box) [ ]

   - Situation was resolved/relations were restored [ ]

   - What was decided? (E.g children are not to play with each other on the yard)

   [ ]

   - Relevant class teacher notified [ ]

   - Relevant parent guardian notified [ ]

   [ ]

- Relevant staff members notified e.g teachers on playground duty

- Children involved received appropriate punishment according to code of behaviour

- Follow up actions to be taken: (e.g child to check in with principal each week/ teacher to continue observing situation)

Any other relevant details?

Signed: _____

Date: _____

Appendix 2

Anti-Bullying Policy given to all staff members yearly and also the following

(Play Therapist)

(ISPCC)

(SCP)

Update copy of Child Safeguarding Statement today: _____

Received, read, understood and posted on appropriate wall or filed

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

- Ensure Policy is signed, dated, reviewed and ratified

- Record of incident – Bullying – 1. Saved on the server

- Termly Report to BOM

- Policy communicated to school Community (parents, pupils, staff, Parents and Friends, Board and Web)

- Annual Review

- KIVA Dates – For School Diary