

# SS PETER AND PAUL JNS

## ANTI-BULLYING POLICY

### 1. Introduction and Rationale

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 SS Peter and Paul JNS 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. Definition of Bullying

In accordance with the *Anti-Bullying Procedures for Primary and Post-Primary Schools, September 2013*, 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, which is the act of bullying a target using technology such as mobile phones or the internet as a vehicle.
- Identity based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Travelling 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 available in the *Anti-Bullying Procedures for Primary and Post-Primary Schools, September 2013, Addendum 1*.

### **3. Positive school culture and climate**

The Board of Management recognises the very serious nature of bullying and the negative impact it can have on the lives of pupils and therefore SS Peter and Paul JNS actively promote a positive school culture and climate through the following:

- 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 messages in classrooms, in assembly areas and around the school. Involve pupils in the development of these messages.
- Acknowledge children being good – notice and encourage 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.
- Positively encourage pupils to comply with the school rules on internet use and to engage in safe and respectful internet use (e.g. through 'Webwise' programme).
- 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.

### **4. Procedures**

#### **4.1 Relevant Teacher**

The term 'relevant teacher' refers to the member(s) of teaching staff who has (have) responsibility for investigating and dealing 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, September 2013*):

- Each class teacher has the responsibility for investigating any instances of Bullying in the school and indications of Bullying.
- The Principal may be included at any state of these investigations.

#### **4.2 Education and Prevention strategies**

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 and Appendix 2 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools, September 2013*):

- Anti-bullying lessons as set out in the Stay Safe Program are taught in all classes as part of the SPHE curriculum.
- Lessons are taught from the Walk Tall and Be Safe programs on self-esteem and Anti-bullying.
- “Webwise” program is taught to all classes as part of the Information Technology education.
- Community Garda is invited to talk to the children on Bullying and Cyber-bullying and how the children should report it and what help there is there for them.
- Parent Association to invite guest speaker or attend venues on talks on Bullying.
- NPC Booklet to be distributed to parents of the school.
- Alive O Program aims to create a caring and community based atmosphere in the school.
- Our Bullying Policy is linked to our Code of Behaviour Policy and bullying is dealt with in the sanctions of the Policy.

#### **4.3 Investigation, follow-up and recording**

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, September 2013*):

- The relevant teacher will speak separately to pupils involved. Be calm.
- Ask questions such as – What? Where? When? Who? How? Why? (In a non-aggressive manner)
- In a group situation, interview separately, thereafter in a group, where each member is aware of their own statements.
- Teacher(s) may not request a child from another class where they are involved in ‘an incident’ unless the class teacher has been made aware of said ‘incident’.
- If children are in separate classes, the class teachers will consult and agree on the relevant teacher(s) for that particular case.
- Teacher(s) will keep a log of ‘incidents’.
- It may be helpful to ask those involved to write down / draw their account of the incident.
- Keep a written record of the case and the interview.
- Advise the pupil(s) who has engaged in bullying behaviour on how they must change this type of behaviour and to see the situation from the point of view of the person being bullied.

- In the cases where bullying behaviour has been determined by the teacher, parents of all parties involved should be contacted and informed on the matter.
- Inform parents of the breach of the Code of Behaviour Policy of the school and any sanctions to be imposed.
- Arrange for follow up meetings with both parties and monitor the situation.
- Inform the Board of Management of the bullying incident at the next Board meeting.
- If 20 school days after informing parents of pupil engaging in bullying behaviour, said behaviour has not ceased, form 'Template for recording bullying behaviour' must be completed by the relevant teacher.

#### **4.4 Programme of support**

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, September 2013*):

- SPHE lessons to support self-esteem will be discussed in the classroom.
- Group work, group bonding, co-operative games in PE.
- Circle Time.
- Alive O Program, fairness and reconciliation lessons.
- Contact NEPS service to get advice for victims and parents of victims.
- "Where the incident is serious and where the behaviour is regarded as potentially abusive, the school must consult the HSE Children and Family Social Services with a view to drawing up an appropriate response" (as directed in Section 6.8.12).

#### **4.5 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.

#### **4.6 Prevention of Harassment**

The Board of Management confirms that the school will, in accordance with its obligations under equality legislation, take all 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.

**5. Implementation and review**

- This policy was adopted by the Board of Management on \_\_\_\_\_.
- This policy has been made available to school personnel, published on the school website and provided to the Parents' Association. A copy of this policy will be made available to the Department of Education 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 and provided to the Parents' Association. A record of the review and its outcome will be made available, if requested, to the Department of Education and the Patron.

<b>Signed:</b> _____	_____
(Chairperson of the Board of Management)	(Principal)
<b>Date:</b> _____	_____
<b>Date of next review:</b> _____	