



St. Patrick's N.S., Dalkey

## 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. Patrick's N.S. has adopted the following anti-bullying policy within the framework of the school's overall code of conduct. 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 principles of best practice in preventing and tracking bullying behaviour:

- A positive school culture and climate (See Appendix 1) which is welcoming of difference and diversity and is based on inclusivity; encourages pupils to discuss any incidents of bullying behaviour in a non-threatening environment; involves collaboration among and between staff & pupils 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 the ongoing 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:

*'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 the other forms of relational bullying.
- Cyber-bullying.
- Identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the travelling community, bullying of those with disabilities or special educational needs and bullying of those based on their physical appearance.

Isolated or once-off incidents do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's code of conduct.



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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 conduct.

Additional information on different types of bullying is set out in Section 2 of the Anti-Bullying Procedures for Primary and Post-Primary Schools.

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

- The class teacher(s) initially.
- The principal thereafter if necessary.

5. The following education and prevention strategies, at the appropriate and relevant level for each class, will be used by the school:

- We believe that every child should have a safe, happy and secure environment in which to perform their daily tasks. This is supported by our Code of Conduct.
- Through the curriculum there are many opportunities to teach anti-bullying, for example, Religious Education, S.P.H.E., R.S.E., Stay Safe, Drama, and P.E.
- Children will be encouraged to tell about incidents that they feel are damaging to their physical or mental well-being.
- Pupils will be provided with opportunities to develop a positive sense of self-worth.
- Experts in anti-bullying will visit the school to speak to children and parents/guardians.
- Special allowance may be necessary with regard to children with SEN.

The following signs and symptoms may suggest that a pupil is being bullied:

- (i) Anxiety about travelling to and from school e.g. requesting parent/guardians to drive or collect him/her, changing travel routes, avoiding regular times for travelling to and from school;
- (ii) Unwillingness to go to school, refusal to attend, truancy;
- (iii) Deterioration in educational performance, loss of concentration and loss of enthusiasm and interest in school;
- (iv) Pattern of physical illness e.g. headaches, stomach aches;
- (v) Unexplained changes either in mood or behaviour which may be particularly noticeable before returning to school after weekends or after longer school holidays;
- (vi) Visible signs of anxiety or distress e.g. stammering, withdrawing, nightmares, difficulty in sleeping, crying, not eating, vomiting, bedwetting;
- (vii) Spontaneous out-of-character comments about either pupils or teachers;
- (viii) Possessions missing or damaged;
- (ix) Increased requests for money or stealing money;
- (x) Unexplained bruising or cuts or damaged clothing;
- (xi) Reluctance and/or refusal to say what is troubling him/her.



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6. 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 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:

- (i) In investigating and dealing with bullying, the teacher(s) will exercise his/her/their professional judgement to determine whether bullying has occurred, what type if it has and how best the situation might be resolved.
- (ii) All reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher(s). 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.
- (iii) Non-teaching staff such as secretaries, special needs assistants (SNAs), caretakers, cleaners must be encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher.
- (iv) Parents/guardians 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.
- (v) Every endeavour will be made to encourage those responsible for bullying to disclose their involvement through individual and group discussion, where applicable. However, should a situation arise where those responsible for the bullying cannot be identified the class teacher and/or principal will take appropriate actions to safeguard the pupil(s) concerned and, where necessary, implement actions as laid out in the Code of Conduct.
- (vi) Where it is deemed relevant to any investigation, a pupil's mobile phone, tablet, personal computer may be confiscated, and further investigation carried out if warranted, with the knowledge and consent of parent/guardian.
- (vii) It is very important that all involved (including each set of pupils and parents/guardians) understand the above approach from the outset.
- (viii) Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour by pupils, staff or parents/guardians.
- (ix) Incidents are generally best investigated outside the classroom situation to ensure the privacy of all involved.
- (x) 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.
- (xi) When analysing incidents of bullying behaviour, the relevant teacher(s) 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.
- (xii) 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.



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- (xiii) Each member of a group should be supported through the possible pressures that they may face from the other members of the group after interview by the teacher.
- (xiv) Where the relevant teacher(s) has/have determined that a pupil has been engaged in bullying behaviour, it should be made clear to him/her how s/he is in breach of the school's anti-bullying policy and efforts should be made to try to get s/he to see the situation from the perspective of the pupil being bullied.
- (xv) It may also be appropriate or helpful to ask those involved to write down their account of the incident(s).
- (xvi) In cases where it has been determined by the relevant teacher(s), that bullying behaviour has occurred, the parents/guardians of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken. The school should give parents/guardians an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports for their pupils.
- (xvii) It must also be made clear to all involved (each set of pupils and parents/guardians) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parents/guardians and the school;
- (xviii) Follow-up meetings with the relevant parties involved may 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.
- (xix) In cases where the relevant teacher considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour has occurred, it must be recorded by the relevant teacher in the recording template (see Appendix 2).
- (xx) 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:
  - a. Whether the bullying behaviour has ceased;
  - b. Whether any issues between the parties have been resolved as far as is practicable;
  - c. Whether the relationships between the parties have been restored as far as is practicable; and
  - d. Any feedback received from the parties involved, their parents/guardians or the school Principal or Deputy Principal.
- (xxi) Where a parent/guardian is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent/guardians must be referred, as appropriate, to the school's complaints procedures.
- (xxii) In the event that a parent/guardian has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parents/guardians of their right to make a complaint to the Ombudsman for Children.



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**RECORDING:** Noting and reporting of bullying behaviour is to be documented using *the template for recording bullying behaviour* (Appendix 2). All records must be maintained in accordance with relevant data protection legislation. The school's procedures for noting and reporting bullying behaviour will adhere to the following:

- (i) While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher(s), the teacher will use his/her/their professional judgement in relation to the records to be kept of these reports, the actions taken and any discussions with those involved regarding same.
- (ii) If it is established by the relevant teacher(s) that bullying has occurred, the relevant teacher(s) must keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.
- (iii) The relevant teacher(s) 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. Where the school has decided as part of its anti-bullying policy that in certain circumstances bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable.
- (iv) In cases where bullying episodes may be sufficiently severe, the school reserves the right to make a report to TUSLA - Child and Family Agency and/or the Gardai.

*Tusla - Child and Family Agency*

*Social Work Department*

*Child & Family Agency*

*Nutgrove Retail Park*

*Churchtown*

*Dublin 14. Telephone: 01 9213400, Email: [cpwrf.dsew@tusla.ie](mailto:cpwrf.dsew@tusla.ie)*

*Emergency Services: 112/ 999*

In each of the circumstances at (a) and (b) above, the recording template at Appendix 2 must be completed in full and retained by the teacher in question and a copy provided to the Principal or Deputy Principal as applicable. It should be noted that the timeline for recording bullying behaviour in the recording template at Appendix 2 does not in any way preclude the relevant teacher from consulting the Principal or Deputy Principal at an early stage in relation to a case.

7. The school's programme of support for working with pupils affected by bullying involves a whole school approach. Given the complexity of bullying behaviour, no one intervention/support programme works in all situations. Therefore, various approaches and intervention strategies may be used including suggesting that parents/guardians seek referrals so that appropriate outside agencies are contacted in order to receive further support for the pupils and their families if needed.



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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 in legislation (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race, and membership of the Travelling community.)
10. This policy has been made available to school personnel, published on the school website and provided to the PTA. A copy of this policy will be made available to the Department and the patron if requested.
11. 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 PTA. A record of the review and its outcome will be made available, if requested, to the patron and the Department.



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## Appendix 1 Practical tips for building a positive school culture and climate

The following are some practical tips for immediate actions that can be taken to help build a positive school culture and climate and to help prevent and tackle bullying behaviour.

- ☒ 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 respect messages in classrooms, in assembly areas and around the school. Involve pupils in the development of these messages.
- ☒ Notice and acknowledge 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.
- ☒ Explicitly teach pupils about the appropriate use of social media.
- ☒ Positively encourage pupils to comply with the school rules on mobile phone and internet use.
- ☒ Follow up and follow through with pupils who ignore the rules.
- ☒ Actively involve parents/ guardians and/or the Parents' Association in awareness raising campaigns around social media.
- ☒ 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 actively watch out for signs of bullying behaviour.
- ☒ Ensure there is adequate playground/school yard/outdoor supervision.
- ☒ School staff can get pupils to help them to identify bullying “hot spots” and “hot times” for bullying in the school.
  - Hot spots tend to be in the playground/school yard/outdoor areas, changing rooms, corridors and other areas of unstructured supervision.
  - Hot times again tend to be times where there is less structured supervision such as when pupils are in the playground/school yard or moving classrooms.
- ☒ Support the establishment and work of students.



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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"/>
School Bus	<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"/>

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 \_\_\_\_\_

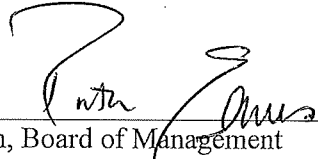
Date submitted to Principal/Deputy Principal \_\_\_\_\_



## Notification regarding the Board of Management's annual review of the anti-bullying policy

The Board of Management of St. Patrick's National School, Dalkey wishes to inform you that:

- o The Board of Management's annual review of the school's anti-bullying policy and its implementation was completed at the Board meeting of 25/14/23.
- o This review was conducted in accordance with the checklist set out in **Appendix 4** of the Department's *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

Signed  \_\_\_\_\_  
Chairperson, Board of Management

Date: 25/4/23

Signed  \_\_\_\_\_  
Principal

Date: 25/4/23