

# Finglas Parochial National School



## Anti Bullying Policy

### 1. 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 Finglas Parochial 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. Key Principles

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;
  - encourages 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 the 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.
- (f) Effective supervision and monitoring of pupils;
- (g) Support for staff;
- (h) Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
- (i) On-going evaluation of the effectiveness of the anti-bullying policy.

### **3.Bullying Definition**

**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 conduct, 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. 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. Roles & Responsibilities**

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

- All teachers have responsibility for investigating and recording incidents of bullying behaviour which have been brought to their attention. The relevant teacher will then report to the school principal.
- Special Needs Assistants have responsibility for assisting teachers in monitoring pupils and activities in yard and in classrooms where they work.
- HSCL Co-ordinator has responsibility for links with parents and dispersal of relevant information and support.
- School principal and other school leaders have the responsibility to lead and develop a whole school approach to the dealing of bullying incident.

#### **5. Education and Prevention Strategies**

**The education and prevention strategies that will be used by the school are as follows:**

- 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 develop an awareness of what bullying is, how it impacts on pupils' lives and the need to respond to it (prevention and intervention).
- Professional development with specific focus on the training of the relevant teacher(s).
- 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.
- The implementation of regular (e.g. per year/per term/per month/per week) whole school awareness measures e.g. a dedicated notice board in the school and classrooms on the promotion of friendship, and bullying prevention; annual Friendship Week and parent(s)/guardian(s) seminars
- Ensuring that pupils know who to tell and how to tell, e.g.:
  - Direct approach to the 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.
  - Administer a confidential questionnaire once a term to all pupils
- The Acceptable Use Policy in the school includes the necessary steps to ensure that the access to technology within the school is strictly monitored

### **Implementation of the Curriculum**

- The full implementation of the SPHE curricula and the RSE and Stay Safe

Programmes. ● Continuous Professional Development for staff in delivering these programmes.

- School wide delivery of lessons on bullying from evidence based programmes. ● Initiatives will focus on developing pupils' awareness and understanding of bullying, including its causes and effects.
- Religion class, respect for others.
- Poster, Leaflets, Role-play from time to time as appropriate
- Monitor new pupils as to how they are settling in.
- Teachers, parents and other pupils to be watchful.

- School policies, practices and activities that are particularly relevant to bullying eg. Code of Behaviour, Child Protection Policy, Supervision of pupils, Acceptable Use Policy, Attendance, data protection, record keeping and the RSE.

## **6. 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 practicable, the relationships of the parties involved. Every effort will be made to ensure that all involved understand the approach from the outset.

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:

### **Reporting Bullying Behaviour**

- Any pupil or parents / guardian may bring a bullying incident to any teacher in the school. Incident report forms will be kept if the incident is deemed to be of a bullying nature.
- If parents or any responsible adult have concerns about a child being bullied they should inform the class teacher prior to approaching the parents of the alleged bully. This will provide the school with the opportunity to establish the facts in a calm, non threatening fashion.
- All reports, including anonymous reports of bullying will be investigated and dealt with by the relevant teacher. The teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved
- The relevant teacher will investigate and act appropriately. If the teacher suspects that bullying occurred the Deputy Principal/Principal should be informed.

### **Investigating and dealing with allegations of bullying behaviour:**

- Parents of those involved will be notified and given an opportunity to discuss the matter with the Teacher. Parents and pupils are required to cooperate 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 & pupils) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil(s) and his/her parents in the

school.

- It should be made clear that children reporting incidents of bullying are acting responsibly.
- In instances of serious allegations of bullying, the complainant may be requested to submit details in writing. In certain circumstances, this information may have to be reported to other State Agencies/Persons.
- 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 exist.

**The following practices for investigating and dealing with bullying will be employed:**

- Calm, unemotional problem solving approach.
- Incidents are best investigated outside of the classroom situation to ensure privacy.
- Teachers should speak separately to the children involved. Seek answers of questions what, where, when, who and why.
- If a group is involved, each member will be interviewed individually at first. Thereafter all those involved will be met as a group.
- Parents should be informed where it has been determined that bullying has occurred. ● It may be appropriate or helpful to ask those involved to write down their account of the incident(s).
- In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parent(s)/ guardian(s) 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 parent(s)/ guardian(s) an opportunity to discuss ways in which they can reinforce and support the actions being taken by the school and the supports provided to the pupils.
- It should be made clear to the pupil who engaged in bullying behaviour that they are 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 person being bullied.
- The relevant teacher will write up an Incident Report form and this will be filed and stored by the school principal.

**Follow Up:**

- If the issue has been satisfactorily resolved, follow up meetings with the relevant parties involved will 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).
- Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents must be referred, as appropriate, to the

school's complaints procedures.

- In the event that a parent has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parents of their right to make a complaint to the Ombudsman for Children.
- Check with the child/parents of the child bullied later to check that no further difficulties have arisen.

### **Recording of Bullying Behaviour**

In all instances of established bullying behaviour, the relevant teacher/ class teacher will keep appropriate written records to assist her in resolving the issue. The relevant teacher will use the Recording Template to document all matters pertinent to the investigation.

## **7.Program of Support**

**The school's programme of support** for working with pupils affected by bullying is as follows:

### **Bullied pupils**

- Ending the bullying behaviour.
- Continue to develop a school culture of fostering more respect for all.
- Indicate clearly that bullying is not the fault of the targeted pupil.
- Encourage the child to engage in activities to help build their self esteem. ● If pupils need counselling or further support, the school will endeavour to liaise with the appropriate agencies.

### **Bullying pupils**

- Making it clear that bullying pupils who reform will not be punished further. ● Continue to develop pupils self esteem and encourage them to become involved in activities that develop friendships

## **8.Supervision and Monitoring**

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.Summary**

- This policy has been made available to school personnel and published on the school website. Written notification that a review has been completed will be made available to school personnel.
- This policy and its implementation will be reviewed by the Board of Management once in every school year.
- 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 of Finglas Parochial National School on June 7th, 2023.



## Appendix 1 : Examples of bullying behaviours

<b>Cyber</b>	<ul style="list-style-type: none"><li>· <b>Denigration:</b> Spreading rumors, lies or gossip to hurt a person's reputation</li><li>· <b>Harassment:</b> Continually sending vicious, mean or disturbing messages to an individual</li><li>· <b>Impersonation:</b> Posting offensive or aggressive messages under another person's name</li><li>· <b>Flaming:</b> Using inflammatory or vulgar words to provoke an online fight</li><li>· <b>Trickery:</b> Fooling someone into sharing personal information which you then post online</li><li>· <b>Outing:</b> Posting or sharing confidential or compromising information or images</li><li>· <b>Exclusion:</b> Purposefully excluding someone from an online group</li><li>· <b>Cyber stalking:</b> Ongoing harassment and denigration that causes a person considerable fear for his/her safety</li><li>· Silent telephone/mobile phone call</li><li>· Abusive telephone/mobile phone calls</li><li>· Abusive text messages</li><li>· Abusive email</li><li>· Abusive communication on social networks e.g. Facebook/Ask.fm/ Twitter/You Tube or on games consoles</li><li>· Abusive website comments/Blogs/Pictures</li><li>· Abusive posts on any form of communication technology</li></ul>
<b>Identity Based Behaviours</b>  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).	



## **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

