Holy Family Junior School
Aughnaharna, Portlaoise.

Anti-Bullying Policy

Introduction:
Holy Family Junior School encourages everyone in our School Community to become very familiar with this policy.

Contents
Policy Compliance

Key Principles of Best Practice

What is Bullying? – Definition

Our Strategies for Education and Prevention

Our Procedures re Bullying Behaviour

Who is responsible?

Our Programme of Support for Pupils

Cyber Bullying and Key Measures

Monitoring and supervision of pupils

Prevention of Harassment

Approval and Ratification

Where You Can Find this Policy?

Policy Review?

Appendices
Template for Recording Bullying Behaviour

Template for Recording Potential Bullying Behaviour

1. **Full Compliance**
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 Holy Family Junior 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 (C45/2013) for Primary and Post-Primary Schools which were published in September 2013.

2. **Key Principles of Best Practice**

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.
  - ❖ promotes respectful relationships across the school community.
- **Effective leadership (see section 4)**
- **A school-wide approach (see section 4)**
- **A shared understanding of what bullying is and its impact (see section 3 below)**
- **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 (section 4)
- **Supports for staff (section 4)**
- **Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies)**
- **On-going evaluation of the effectiveness of the anti-bullying policy.**

3. **The Definition of Bullying**

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:

- o deliberate exclusion, malicious gossip and other forms of relational bullying, extortion, isolation, and persistent name calling,
- o cyber bullying,
- o 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.
- o

Isolated or once-off incidents of intentional negative behaviour 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 may be regarded as bullying behaviour.

The following are some examples of bullying behaviours:

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 • Persistent name calling / slagging • The production, display or circulation of written words, pictures or other materials aimed at intimidating another person • Offensive graffiti • Extortion • Intimidation • Exclusion • Insulting or offensive gestures • Threatening 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/ 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 in a derogatory manner • Physical intimidation or attacks • Threats
Race, nationality, ethnic background	• Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background • Exclusion on the basis of any of the above

and membership of the Traveller community	
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 • Spreading rumours • Breaking confidence • Talking loud enough so that the victim can hear
Sexual	• Unwelcome or inappropriate sexual comments or touching • Harassment • Looking/telling others invade privacy
Special Educational Needs, Disability *(These examples are not exhaustive)*	• Name calling and/or derogatory terminology • 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

This policy applies to activities and events that take place:
- During school time (including break times)
- School tours/trips
- Extra-curricular activities
-

Holy Family Junior School reserves the right to take action against bullying perpetrated outside the school which spills over into the school.

Holy Family Junior School Education and Prevention Strategies: **School-wide approach**

The education and prevention strategies (including strategies specifically aimed at cyber bullying, homophobic and transphobic bullying) 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, when needed and available, 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.

- 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 playground, school tours and extra- curricular activities.
- The school's anti-bullying policy is discussed with pupils and all new parent(s)/guardian(s) are given a copy as part of the Code of Behaviour of the school (every year).
- Encourage a culture of reporting apparent bullying, with particular emphasis on the importance of bystanders. In that way pupils will gain confidence in 'telling'. e.g.:
- 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.
- The full implementation of the SPHE, the RSE and Stay Safe Programmes.
- School wide delivery of lessons on bullying from evidence based programmes, The Walk Tall Programme, Stay Safe, School wide lessons on bullying.
- The school will specifically consider the additional needs of SEN pupils

Links to other policies: This Anti Bullying Policy should be read in conjunction with Code of Behaviour, Child Protections policy, Acceptable Use policy, Attendance Strategy, Wellbeing (when relevant)

Procedures for Investigating and Dealing with Bullying Behaviour

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);

Every effort will be made to ensure that all involved (including pupils, parent(s)/guardian(s)) understand this approach from the outset.

Since the failure to report bullying can lead to a continuation or a deterioration of bullying, the school and parents encourage children to disclose and discuss incidents of bullying behaviour.

Reporting Bullying Behaviour
- 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 relevant teacher.
- Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs), caretakers, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher.

Investigating and dealing with incidents: Style of approach:
- In investigating and dealing with bullying, the (relevant) teacher *(normally the class teacher)* will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved;
- Parent(s)/guardian(s) 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
- Teachers should take a calm, unemotional problem-solving approach.
- When analysing incidents of bullying behaviour, the relevant teacher 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
- Where possible incidents may 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;
- Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.
- 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 (by reference to the school policy). The school should give parent(s)/guardian(s) 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 relevant teacher 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;
- The code of behaviour will be invoked in circumstances where it is deemed prudent by the relevant teacher and school principal.
- It must also be made clear to all involved (each set of pupils and parent(s)/guardian(s)) that in any situation 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 relevant teacher must, as part of his/her professional judgement, take the following factors 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) or the school staff
- The situation will continue to be monitored to ensure that the problem has been resolved.
- If a case remains unresolved the matter will be referred to the school's Board of Management.
- Additionally, where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents may be referred, as appropriate, to the Board of Management.
- 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.
- The Board will also be briefed in relation to the number, if any, of Appendix 1 templates which have been completed.

  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:

  Informal- examination as to whether that bullying has occurred:
- All staff must keep a written record of any incidents witnessed by them or notified to them, if they feel that bullying has occurred (Appendix 1) or has potentially occurred (Appendix 2). In the first instance, staff will use their professional judgement. All incidents of bullying / potential bullying must also be reported to the relevant teacher.
- The relevant teacher will also keep a written record of the actions taken and any discussions with those involved regarding same where bullying or potential bullying has occurred. Again, staff will need to use their discretion in differentiating between bulling and other behaviours.

- The relevant teacher must inform the principal of all incidents being investigated.

Formal Stage 1-determination that bullying has occurred:
- If it is established by the relevant teacher / principal that bullying has occurred, the relevant teacher / principal 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.
- These records are stored in the principal's office.

Formal Stage 2-Appendix 1.DE Template for Recording Bullying Behaviour:
The relevant teacher / principal will use the DE recording template (Appendix 1) 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) Holy Family Junior School has decided as part of its Anti-bullying Policy that in certain circumstances bullying behaviour (Cyber Bullying, serious mis-behaviour must be recorded and reported immediately to the Principal or Deputy Principal, Assistant Principal) as applicable.

The school's programme of support for working with pupils affected by bullying is as follows:
- 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.
     -Buddy system
    -Group work such as circle time
       Friendship / Happiness Week
       SPHE Curriculum & Circle time.
       Our support (SET) teachers may facilitate one-to-one/small group activities

Cyber Bullying & Types of Behaviour Involved in Cyber Bullying

These guidelines provide assistance in identifying and describing the types of behaviour involved in Cyber Bullying. The means of cyber bullying are constantly changing, and the following list of types of bullying behaviour can be expanded in light of the experience of the school community:

Cyber Bullying includes (but is not limited to) communicating via electronic means with the objective of causing hurt, fear, embarrassment, humiliation, alarm and/or distress to one or more persons.
Cyber bullying includes the use of mobile phones and the internet with the objective of upsetting someone.
It may take the form of general insults or impersonation, defamation or prejudice-based bullying.
Unlike other forms of bullying a once-off posting can constitute bullying.
While this policy addresses issues related to cyber bullying of students (i.e. situations in which one or more students are the victim[s] of bullying), the policy also applies to teaching and other school staff.

Key Measures re Cyber Bullying

- Staff will be trained to identify signs of cyber bullying and will be helped to keep informed about the technologies that children commonly use.

- Community Gardaí will might visit the school to talk about cyber bullying (predominantly to parents).
- Students and staff are expected to comply with the school's policy on the use of computers in the School. (Acceptable user policy AUP)
- Parents will be provided with information and advice on cyber bullying (e.g at AGM of PA)
- Holy Family Junior School endeavours to block access to inappropriate web sites, using firewalls, antivirus protection and filtering systems.

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.

10. **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.   **Date this Policy was adopted**

This policy was reviewed and adopted by the Board of Management in Oct 21.

12.   **Availability of this Policy**

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 and the patron if requested.

13.   **Review of this Policy**

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 patron and the Department.

Signed: *Justin Brown*   Date:19.09.24

Chairperson of Board of Management

Signed: *Enda Hickey*   Date:19.09.24

Principal

Appendix (1): Template for Recording Bullying Behaviour (DE&S C45/2013)

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)		**4. Location** of incidents (Tick relevant box)(es)	

Pupil Concerned	
Other Pupil	
Parent	
Teacher	
Other	

Playground	
Classroom	
Corridor	
Toilets	
School Bus*	
Other	

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

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

Physical Aggression		Cyber bullying	
Damage to property		Intimidation	
Isolation / Exclusion		Malicious Gossip	
Name Calling		Other (Specify)	

7. Where behaviour is regarded as identity-based bullying, 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 action taken

Signed: _____ (Relevant Teacher) Date: _____

Date Submitted to Principal/ Deputy Principal: _____

* Activities on school buses are understood as being buses / activities arranged by the school.

Appendix (2): Examination as to whether Bullying has occurred (DE&S C45/2013)

1.   Name of pupil <u>potentially</u> being bullied and class

Name: _____ Class: _____

2.   Name(s) and class(es) of pupil(s) potentially engaging in this behaviour

3. Source of concern/report
Tick Relevant Box(es)

Pupil Concerned	
Other Pupil	
Parent	
Teacher	
Other	

4. Location of reported incidents
(Tick relevant box)(es)

Playground	
Classroom	
Corridor	
Toilets	
School Bus	
Other	

5. Name of person(s) who reported the potential concern

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

Physical Aggression		Cyber bullying	
Damage to property		Intimidation	
Isolation / Exclusion		Malicious Gossip	
Name Calling		Other (Specify)	

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

Homophobic	Disability /SEN related	Racist	Membership of Traveller community	Other (Specify)

8. Brief Description of behaviour and its impact

9. Details of action taken

Signed: _____ **(Relevant Teacher) Date:** _____

Date Submitted to Principal/ Deputy Principal (if applicable): _____