Anti Bullying Policy 2024

Dunboyne Senior Primary School

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Roll No. 20033 (D)

Principal: J.J. Brennan
Deputy Principal: Ms. Linda Manning

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Full compliance

In accordance with the requirements of the Education (Welfare) Act 2000 and the Code of Behaviour guidelines issued by the Child and Family Agency (TUSLA), the Board of Management of Dunboyne Senior Primary 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.

The main aims of our anti-bullying policy are as follows:

- To create a positive school culture and climate that is inclusive and welcoming of difference
- To create a school climate which is open, supportive and encourages pupils to disclose and discuss bullying behaviour
- To raise awareness amongst the entire school community (including school Management, teachers, pupils, parents, volunteers etc.) that bullying is unacceptable behaviour
- To ensure comprehensive supervision and monitoring through which all aspects of school activity are kept under observation
- To instil a sense of empathy and respect in pupils for their peers
- To provide procedures for investigating and dealing with bullying behaviour
- To provide procedures for noting and reporting bullying behaviour
- To develop a programme of support for those affected by bullying behaviour and for those involved in bullying behaviour
- To work with and through the various local agencies in countering all forms of bullying and anti-social behaviour and
- To facilitate ongoing evaluation of the effectiveness of the school's anti-bullying policy.

Key principles of best practice

The Board of Management of Dunboyne Senior Primary School 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:

    o is welcoming of difference and diversity and is based on inclusivity
    o encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment
    o 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
  - 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)
- On-going evaluation of the effectiveness of the anti-bullying policy

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:

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

- cyber-bullying; and

- identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the traveller community, bullying of those with disabilities or additional educational needs, age related bullying or for a variety of reasons.

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 this 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 as this is regarded as cyberbullying.

Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with our 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.

Indicators of bullying behaviour

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

- anxiety about travelling to and from school e.g. requesting parents to drive or collect him/her, changing travel routes, avoiding regular times for travelling to and from school
- unwillingness to go to school, refusal to attend, truancy
- deterioration in educational performance, loss of concentration and loss of enthusiasm and interest in school
- pattern of physical illnesses e.g. headaches, stomach aches
- unexplained changes either in mood or behaviour which may be particularly noticeable before returning to school after weekends or more especially after longer school holidays
- visible signs of anxiety or distress e.g. stammering, withdrawing, nightmares, difficulty in sleeping, crying, not eating, vomiting, bedwetting
- spontaneous out-of-character comments about either pupils or teachers
- possessions missing or damaged
- increased requests for money or stealing money
- unexplained bruising or cuts or damaged clothing; and
- reluctance and/or refusal to say what is troubling him/her.

Characteristics associated with bullying

It is important to recognise that any pupil can be bullied or can engage in bullying behaviour.

The pupil who engages in bullying behaviour

A significant proportion of bullying is not merely behavioural but is rooted in a lack of respect for diversity and in social inequalities. "Prejudice-based" or "identity-based" bullying can be a significant factor in bullying behaviour.

Pupils who engage in bullying behaviour tend to display aggressive attitudes combined with a low level of self-discipline. They may lack any sense of remorse, convincing themselves that the other person deserves the treatment they are receiving.

Pupils who engage in bullying behaviour can be attention seeking: setting out to impress bystanders and responding to the reaction their behaviour provokes. They can lack the ability to empathise. They can appear unaware or indifferent to the other person's feelings. It is of note that pupils who exhibit bullying behaviour may often suffer from a lack of confidence and have low self-esteem.

However, it must also be recognised that pupils who engage in bullying behaviour do not always intend to bully or may not recognise the potential negative impact of their words and actions on others.

It is not uncommon to find that pupils who engage in bullying behaviour may also have been bullied themselves.

The pupil who is bullied

Any pupil through no fault of their own may be a target of bullying. It is common in the course of normal interaction for pupils to tease or taunt each other. However, at a certain point, teasing and taunting may become forms of bullying behaviour. As pupils can be particularly quick to notice differences in others, pupils who are perceived as different in some way can be more prone to encounter such behaviour. However, the pupils who are most at risk of being bullied are those who react in a vulnerable and distressed manner. The seriousness and duration of the bullying behaviour can be related to the pupil's continuing response to the verbal, physical or psychological aggression.

Pupils who are bullied often experience difficulties in speaking up about bullying. The difficulties include:

- fear of reprisals;
- concerns about being perceived as a "tell-tale" for reporting bullying;
- concerns about "getting into trouble" with the Principal or teacher for reporting bullying
- not having evidence to back up a bullying allegation
- fear of isolation – no-one will play with them if they speak up
- not knowing how the matter will be dealt with by the school; and
- not feeling fully confident of being believed.

More vulnerable pupils

While bullying can happen to any pupil, it is known that some may be more vulnerable to, or at risk of experiencing bullying. Such vulnerable groups include pupils with disabilities or special educational needs, those from ethnic minority and migrant groups, pupils from the traveller community, lesbian, gay, bisexual or transgender (LGBT) pupils, those perceived to be LGBT and pupils of minority religious faiths.

There can be an increased vulnerability to bullying amongst pupils with special educational needs and particularly those who do not understand social cues and/or have difficulty communicating. Some pupils with complex needs may lack understanding of social situations and therefore trust everyone implicitly. Such pupils may be more vulnerable because they do not have the same social skills or capacity as others to recognise and defend themselves against bullying behaviour. Research suggests that children with disabilities and with special educational needs (SEN) are more likely to be bullied than others. Bullying can also have a more severe impact on such children. For example, some studies which compare the impact of bullying on children with and without certain disabilities, such as a speech and language difficulty, show that bullying has a greater impact on self-esteem for those with a disability.

Homophobic and transphobic bullying (bullying targeted at those who are or who are perceived to be LGBT) has also been found to be prevalent, with evidence that such pupils have particular difficulty in speaking up or reporting the bullying behaviour.

Where does bullying happen?

Bullying can happen anywhere and anytime but there are certain times and places which particularly facilitate bullying.

Cyber-bullying

Access to technology means that cyber-bullying can happen around the clock and the pupil's home may not even be a safe haven from such bullying. Pupils are increasingly communicating in ways that are often unknown to adults and free from supervision. The nature of these technologies means digital content can be shared and seen by a very wide audience almost instantly and is almost impossible to delete permanently. While cyber bullying often takes place at home and at night, the impact can also be felt in school.

Areas of unstructured activity

Bullying in schools frequently takes place in the playground/schoolyard. School grounds with hidden or obscured parts may provide an environment conducive to bullying. Many common playground/schoolyard games present opportunities for bullying because of their physical nature. It is relatively easy to single out and bully another pupil. The noise level masks much of what is going on. The playground/schoolyard provides the opportunity for older pupils to pick on younger pupils. It can also be the setting for bullying by groups. Continuing provocation may eventually lead to a physical fight and ironically in some cases the person being bullied may appear to be the aggressor because he/she finally gives vent to his/her frustration.

Toilets, corridors, cloakrooms, changing rooms, and assembly hall may be the scene of verbal, psychological and physical bullying. The behaviour of pupils in those areas needs careful monitoring. Incidents of severe physical bullying may be treated as assault and may be reported to the Gardaí.

Bullying in the classroom

Bullying may also take place in class. It may occur subtly through glances, looks and sniggers but may take the more overt form of physical intimidation. It may also be exacerbated if a classroom atmosphere prevails whereby pupils are allowed to make derogatory comments about their classmates or other teachers. However, teachers need to be alert to the underlying reasons for such comments in case pupils are trying to disclose something which is disturbing them and thus needs further investigation.

Coming to and from school

The area immediately outside the school, the local shops and local neighbourhood are often the scenes of bullying. Bullying can also take place at the bus-stop or on the journey to and from school whether the individuals are walking, cycling or on school buses. Bullying can also occur in the line just before school begins.

Examples of bullying behaviours

General behaviours which apply to all	- 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 - Slagging - 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 or "chat 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. Snapchat/Facebook/Ask.fm/ Twitter (X)/BeReal/You Tube or on games consoles (This list is not and cannot be exhaustive) - 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
Race, nationality, ethnic background and membership of the Traveller community	• 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
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 • "Roasting" • Talking loud enough so that the victim can hear • The "look"
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

- This list of potential bullying examples is not and is not intended to be exhaustive. It is fully recognised by the Board of Management that new technologies and social media platforms can create a platform in which bullying can occur. This list is intended as an illustrative example of types of bullying.

The education and prevention strategies:

(including strategies specifically aimed at cyber bullying and identity-based bullying) will be as follows:

Creation of a culture of "telling"

- Encourage a culture of telling, with particular emphasis on the role of bystanders and the importance of up standers. 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.
- Ensuring that pupils know who to tell and how to tell, e.g.: 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
- Worry box/ niggle box in classroom and in school reception
- Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place
- Teachers should repeatedly reinforce the message that if anyone is the victim of bullying behaviour, they should not retaliate in any way, but they should tell an adult. Victims should be reassured that if they tell, something will be done about the bullying in a safe manner and all reported incidents will be dealt with
- Class lessons to be provided to enable pupils "how to tell" (telling protocol)
- Up standers can be the key to resolving bullying and if anyone witnesses bullying behaviour, they should always tell a teacher. This is not telling tales but a means of protecting victims.

Raising the awareness of bullying as a form of unacceptable behaviour by -

- Engaging in formal teaching within the class setting through SPHE programmes
- Affirming good behaviour in our school
- Visual reminders for pupils, e.g. anti-bullying posters and leaflets on bullying displayed around the school
- Monitoring new pupils to ensure they are settling in
- Inviting guest speakers to talk to children
- Ensuring all pupils are included in activities
- Ensuring that the anti-bullying policy has been adequately communicated to all pupils in the school.
- Paying attention to key moments such as transitioning from primary school to post primary
- Co-operation and group enterprise will be promoted through team sports, the choir, the school garden and other whole school initiatives
- Awareness of bullying is addressed in the classroom as part of the Stay Safe Programme, at school assemblies, through the school policy on pastoral care and on other informal occasions when the opportunity arises
- Encouraging pupils to report any incident of bullying
- Complaints of bullying to be reported quickly, firmly and fairly and are recorded
- The Principal is informed of any instance of bullying

Teachers may choose a selection of the following strategies

- Formal programmes of work are a vital element in raising children's self-esteem and equipping children to cope with bullying behaviour e.g. Grow in Love, Webwise (cyberbullying) Stay Safe, Walk Tall, Friends for Life, Weaving Wellbeing.

- Positive reinforcement of good behaviour by teachers in classrooms (Class dojo, class reward system, students of the week, golden time, spot prizes, stars, stickers etc.)
- Modelling of respectful behaviour and language by teachers and staff.
- Rewarding incidents of good and improved behaviour and showing acts of kindness at class level and whole-school
- Thought for the week on intercom to affirm positive behaviour
- Encouraging students to look out for each other and to be responsible for their own behaviour.
- All teachers are required to be vigilant on yard duty- record all incidents - monitor repeat offenders
- Immediate affirmation of children who report incidents of bullying which they have witnessed
- Educating pupils on appropriate on-line behaviour, how to stay safe while on-line and also developing a culture of reporting any concerns about cyber-bullying.
- Dealing with the issue of identity based bullying and in particular homophobic and transphobic bullying
- Regular class surveys that allow pupils to report bullying behaviour confidentially.
- To prepare a quiet area for circle time and other programmes
- Each class to have a set of class rules which complement the school's Code of Behaviour.
- Buddy system, peer mentoring, worry box
- Ensure supervision at all times when pupils can access the Internet
- All teachers to do a lesson on internet safety

Our procedures for investigating and dealing with bullying behaviour in our school

The 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) The primary aim for the relevant teacher 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);

(ii) In investigating and dealing with bullying, the teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved;

(iii) All reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher. 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;

(iv) Non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners must be encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher;

(v) Parents 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;

(vi) It is very important that all involved (including each set of pupils and parents) understand the above approach from the outset;

(vii) Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents;

(viii) Incidents are generally best investigated outside the classroom situation to ensure the privacy of all involved;

(ix) 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;

(x) 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;

(xi) 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;

(xii) Each member of a group should be supported through the possible pressures that they may face them from the other members of the group after interview by the teacher;

(xiii) It may also be appropriate or helpful to ask those involved to write down their account of the incident(s);

(xiv) In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parents 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 parents 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;

(xv) 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;

(xvi) It must also be made clear to all involved (each set of pupils and parents) that

in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parents and the school;

(xvii) Follow-up meetings with the relevant parties involved should 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. This can have a therapeutic effect;

(xviii) 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 at Appendix 3 (See Section 6.8.10 (iii)

(xix) 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; and
- Any feedback received from the parties involved, their parents or the school Principal or Deputy Principal;

(xx) 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;

(xxi) 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.

Who is responsible for doing what?

The relevant persons for investigating and dealing with bullying are as follows:
- the class teacher
- the Principal (where deemed necessary)
- Any teacher from the staff may act as a relevant teacher if circumstances warrant it. If teachers suspect a bullying incident may have taken place (even if the children are not in their class), they should take action as relevant teachers in accordance with the Anti-Bullying policy.

Anti-Bullying Co-ordinators:
- J.J. Brennan (School Principal)
- Linda Manning (Deputy Principal)

Persons responsible for implementing this policy

All teaching Staff, with the support of SNAs will investigate and record incidents of bullying behaviour. All members of the wider school community should be vigilant of bullying behaviour and report it immediately.

Support for pupils affected by bullying

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

- Restorative practice i.e. procedures for investigating bullying incidents and restoring pupil relationships.
- Opportunities to participate in class and whole school activities designed to raise their self-esteem.
- Opportunities to develop their friendship and social skills.
- Curricular and extra-curricular activities to develop positive self –worth.
- Developing pupils' awareness of identity – based bullying and in particular transphobic bullying for example the 'Growing Up' strand unit in S.P.H.E.
- Victims are reassured that they are not to blame
- Children who engage in bullying behaviour: If pupils require counselling or further support the school will endeavour to liaise with the appropriate agencies to organise the same. This may be for the pupil affected by the bullying or involved in the bullying behaviour.

Cyber bullying

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 pupils (i.e. situations in which one or more pupils are the victim[s] of bullying) the policy also applies to teaching and other school staff.

This policy applies to activities and events that take place:

- During school time (including break times)
- Going to and from school
- School tours/trips; and
- Extra-curricular activities

Dunboyne Senior Primary School reserves the right to take action against bullying perpetrated outside the school which affects pupils attending our school.

Key measures to combat cyber bullying

1. The school has an Anti-Bullying Policy (which includes cyber-bullying) in place

2. The Anti-Bullying Coordinator will act as a Cyber-Safety Officer to oversee the practices and procedures outlined in this policy and monitor their effectiveness

3. Staff will receive training in identifying signs of cyber bullying in order to keep up to date with the technologies that children commonly use

4. Pupils will be informed about cyber bullying in the course of their education at school

5. Gardaí will be asked to visit the school once a year to talk about cyber bullying

6. Serious cyber bullying issues encouraging suicidal thoughts will be reported to Tusla

7. Teachers/facilitator will dedicate a standalone lesson to deal with the issue of cyber bullying annually

8. Parents will on an annual basis be invited to a talk on bullying to include cyber bullying

9. Pupils and staff are expected to comply with the school's policy on the use of computers in the School. (Acceptable use of the Internet Policy)

10. Parents will be provided with information and advice on cyber bullying. (Appendix 2(a) and Appendix 3).

11. Parents and pupils are advised via this policy that it is illegal for a child under 13 to register with and use Facebook.

12. Teachers will investigate record and report all incidents of cyber bullying

13. Dunboyne Senior Primary School endeavours to block access to inappropriate web sites, using firewalls, antivirus protection and filtering systems. Furthermore, no pupil is allowed to work on the internet in the computer room, or any other location within the school which may from time to time be used for such work, without a member of staff present

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.
- Professional development with specific focus on the training of the relevant teachers
- School wide awareness raising and training on all aspects of bullying, to include pupils, parents/guardians 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.
- Development and promotion of an Anti-Bullying code for the school-to be included in student journals and displayed publicly in classrooms and in common areas of the school.
- The school's anti-bullying policy is discussed with pupils and all parents/guardians are given a copy as part of the Code of Behaviour of the school.
- The implementation of regular termly whole school awareness measures; regular school assemblies by principal, regular anti-bullying surveys and regular lessons on anti-bullying in SPHE.
- 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.
- Ensuring that pupils know who to tell and how to tell, e.g.:
  - 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.
  - Anti-bully or Niggle box?
  - Get a parent/guardian or friend to tell on your behalf.
  - Administer a confidential questionnaire once a term to all pupils.
  - Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.

- Identify clear protocols to encourage parents/guardians 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.
- The listing of supports currently being used in the school and the identification of other supports available to the school e.g. GLEN www.glen.ie, BeLonGTo www.belongto.org

Implementation of curricula
- The full implementation of the SPHE and CSPE 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, e.g. Cool School Lessons, Stay Safe Programme, The Walk Tall Programme,
- Delivery of the Garda SPHE Programmes at 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.

Links to other policies
- Code of Behaviour

- Child Protections policy

- Acceptable Use policy

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.

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.

The school cannot be responsible for disagreements between pupils that happen outside the school grounds but will make reasonable efforts to cooperate with parents in assisting them to resolve the issues.

Date this policy was adopted

This policy was adopted by the Board of Management on:

Date: _____

Availability of this policy

1. A copy of this policy is stored in the office and is available to parents on request.
2. This policy has been made available to school personnel and has been provided to the Parents' Association.
3. A copy of this policy will be made available to the Department and the patron if requested.
4. A copy of this policy is available on the school website.

Review of this policy

1. This policy and its implementation will be reviewed by the Board of Management once in every school year (Appendix 4)

2. Written notification that the review has been completed will be made available to school personnel and provided to the Parents' Association

3. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: _____

(Chairperson of Board of Management)

Date: _____ 06/02/24 .

Signed: _____

(Principal)

Date: _____

Appendix (1)
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	
Other Pupil	
Parent	
Teacher	
Other	

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

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: _____

Appendix (2)
Parents: Supporting your child

(A) Support Re Cyber Bullying
(B) Support Re Other Types of Bullying

(A) Support re cyber bullying

We endorse the advice given from the Irish 'Sticks and Stones' Anti-Bullying Programme.

> "Cyber bullying is NOT 24/7; it's only 24/7 if a child is allowed access to their phone or the internet. Don't let your own ignorance get in the way of common sense. A simple rule is 'no phones after bedtime.' Have a drawer in the kitchen that all phones are left in.
>
> ... Try turning off the wifi when you are going to bed to make sure there are no 3am online arguments. The anti-bullying initiative I represent, Sticks and Stones, work with children from all backgrounds, from designated disadvantaged schools to fee-paying schools, and we are constantly surprised at the level of innocence that most children have in relation to the 'friends' they make online.
>
> They don't think there are any dangers involved in chatting with strangers online, and they don't think there are any repercussions involved for them regarding what they post.
>
> ... In our anti-bullying workshops, children tell us one of the reasons they don't 'tell' about bullying is that parents 'overreact'. Don't be that parent.
>
> **If your child tells you that they are being bullied** -- don't lose your temper; above all don't threaten to take their phone or internet access away -- you're just guaranteeing they'll never tell you anything again.
>
> Remain calm and ask questions -- who, what, why, where, when. Get the facts, write it down, keep the text/phone messages or take a screen shot from the computer so you are informed when you approach the school, internet or phone provider, or Gardaí.
>
> Talk to your children; let them know they can talk to you; keep the channels of communication open."

And we endorse the advice given by the USA's Federal Department of Health:

"Be aware of what your kids are doing online

Talk with your kids about cyber bullying and other online issues regularly.

Know the sites your kids visit and their online activities. Ask where they're going, what they're doing, and who they're doing it with.

Tell your kids that as a responsible parent you may review their online communications if you think there is reason for concern. Installing parental control filtering software or monitoring programs are one option for monitoring your child's online behaviour, but do not rely solely on these tools.

Have a sense of what they do online and in texts. Learn about the sites they like. Try out the devices they use.

Ask for their passwords, but tell them you'll only use them in case of emergency.

Ask to "friend" or "follow" your kids on social media sites or ask another trusted adult to do so.

Encourage your kids to tell you immediately if they, or someone they know, are being cyber bullied. Explain that you will not take away their computers or mobile phones if they confide in you about a problem they are having.

Establish rules about technology use

Establish rules about appropriate use of computers, mobile phones, and other technology. For example, be clear about what sites they can visit and what they are permitted to do when they're online. Show them how to be safe online.

Help them be smart about what they post or say. Tell them not to share anything that could hurt or embarrass themselves or others. Once something is posted, it is out of their control whether someone else will forward it.

Encourage kids to think about who they want to see the information and pictures they post online. Should complete strangers see it? Real friends only? Friends of friends? Think about how people who aren't friends could use it.

Tell kids to keep their passwords safe and not share them with friends. Sharing passwords can compromise their control over their online identities and activities."

(B) Support re other types of bullying

Teaching a child to say "NO" in a good assertive tone of voice will help deal with many situations. A child's self image and body language may send out messages to potential bullies.

Parents should approach their child's teacher by appointment if the bullying is school related. It is important for you to understand that bullying in school can be difficult for teachers to detect because of the large numbers of children involved. Teachers will appreciate bullying being brought to light. School bullying requires that parents and teachers work together for a resolution.

Sometimes parental advice to a child is to "hit back" at the bully if the abuse is physical. This is not always realistic as it requires a huge amount of courage and indeed sometimes makes the situation worse.

Children should not be encouraged to engage in violent behaviour. Teaching children to be more assertive and to tell is far more positive and effective.

It is important to be realistic; it will not be possible for a single child to assert his/her rights if attacked by a group. Children should be advised to get away and tell in situations such as this.

Keep an account of incidents to help you assess how serious the problem is. Many children with a little help overcome this problem very quickly.

What if your child is bullying?

1.   Don't panic. This may be a temporary response to something else in the child's life e.g. a new baby, a death in the family, a difficult home problem etc. Give your child an opportunity to talk about anything that could be upsetting him/her.

2.   Don't punish bullying by being a bully yourself. Hitting and verbal attack will make the situation worse. Talk to your child and try to find out if there is a problem. Explain how the victim felt. Try to get the child to understand the victim's point of view. This would need to be done over time.

3.   Bullies often suffer low self esteem. Use every opportunity you can to praise good, considerate, helpful behaviour. Don't only look for negatives.

4.   Talk to your child's teacher and find out more about your child's school behaviour. Enlist the teacher's help in dealing with this. It is important that you both take the same approach.

5.   If the situation is serious you may need to ask the school or G.P. to refer your child to the child guidance clinic for help.

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

To: _____

The Board of Management of _____ wishes to inform you that:

- The Board of Management's annual review of the school's anti-bullying policy and its implementation was completed at the Board meeting of

  _____.

- 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 _____ Date _06/02/24_
Chairperson, Board of Management

Signed _____ Date _____
Principal

Appendix 4 Checklist for annual review of the anti-bullying policy and its implementation

The Board of Management (the Board) must undertake an annual review of the school's anti-bullying policy and its implementation. The following checklist must be used for this purpose. The checklist is an aid to conducting this review and is not intended as an exhaustive list. In order to complete the checklist, an examination and review involving both quantitative and qualitative analysis, as appropriate across the various elements of the implementation of the school's anti-bullying policy will be required.

	Yes /No
Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*?	YES
Has the Board published the policy on the school website and provided a copy to the parents' association?	YES
Has the Board ensured that the policy has been made available to school staff (including new staff)?	YES
Is the Board satisfied that school staff are sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day to day work?	YES
Has the Board ensured that the policy has been adequately communicated to all pupils?	YES
Has the policy documented the prevention and education strategies that the school applies?	YES
Have all of the prevention and education strategies been implemented?	YES
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	YES
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	YES
Has the Board received and minuted the periodic summary reports of the Principal?	YES
Has the Board discussed how well the school is handling all reports of bullying including those addressed at an early stage and not therefore included in the Principal's periodic report to the Board?	YES
Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	NO
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	No
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	NO
Has the data available from cases reported to the Principal (by the bullying recording template) been analysed to identify any issues, trends or patterns in bullying behaviour?	YES
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	YES
Has the Board put in place an action plan to address any areas for improvement?	YES

Signed _____ Date 06/02/24
Chairperson, Board of Management

Signed _____ Date 6/2/24
Principal

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Notification regarding the Board of Management's annual review of the anti-bullying policy
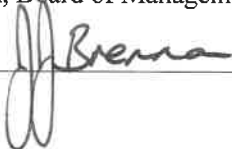
To: _____

The Board of Management of _Dunboyne S.P.S._ 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 _6/2/24_ [date].

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 _____   Date _06/0 2/24_
Chairperson, Board of Management

Signed _____   Date _6/2/24_
Principal