

Convoy Joint National School

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 Convoy Joint N.S. 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. 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; 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);
 - ✓ On-going 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:

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 behavior are included in the definition of bullying:

- ✓ Deliberate exclusion, malicious gossip and 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 Traveller community and bullying of those with disabilities or special educational needs.
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- Isolated or once-off incidents, 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*.
 - This definition includes a wide range of behaviour, whether verbal or written, whether physical or social, whether targeting person or property, whether carried out directly or indirectly or through any electronic or other medium, which could harm a pupil or undermine her/his self-esteem or self-confidence. *Appendix 1* gives a list of specific examples of bullying behaviour. This list is not exhaustive.
 - Additional information on different types of bullying is set out in Section 2 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*.
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4. The "Relevant Teacher(s)" for investigating and dealing with bullying in this school are
- The class teacher initially
 - The Principal or Deputy Principal thereafter if necessary
 - Any teacher may act as a relevant teacher if circumstances warrant it

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

- ✓ Providing pupils with opportunities to develop a positive sense of self-worth.
- ✓ Prevention and awareness raising measures across all aspects of bullying that involves strategies to engage pupils in addressing problems when they arise. In particular, such strategies need to build empathy, respect and resilience in pupils.
- ✓ Pupils are helped to examine the issue of bullying in a calm rational way, outside of the tense context of particular bullying incidents. In the process they are made more aware of the nature of bullying and the various forms that it can take. Pupils are made aware that the consequences of bullying behaviour are always bad for those who are targeted, even if this is not always obvious at the time. Pupils are encouraged to recognise, reject and report bullying behaviour.
- ✓ 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.
- ✓ Prevention and awareness raising measures focusing on cyber-bullying by educating pupils on appropriate online behaviour and how to stay safe online.
- ✓ Teachers can influence attitudes to bullying behaviour in a positive manner.
- ✓ There are a number of curriculum areas and programmes which are particularly relevant to the prevention of bullying and the promotion of respect for diversity and inclusiveness. The SPHE curriculum makes specific provision for exploring bullying as well as inter-related areas of belonging and integrating, communication, conflict, friendship, personal safety and relationships. The Stay Safe, Walk Tall and R.S.E programmes seek to enhance children's self-protection skills including their ability to recognise and cope with bullying. The development and promotion of an Anti-Bullying Code that is publicly displayed in classrooms and common areas of the school would also support this. Co-operation and group work can be promoted through team sports and school activities. Sporting activities in particular can provide excellent opportunities for channeling and learning how to control aggression.

- ✓ Provision of a 'Worry Box' in the Middle and Senior Classrooms which pupils can use to relay any concerns they may have.
- ✓ The school staff and parents/guardians are encouraged to be vigilant in watching out for signs of bullying and to report any suspicion of bullying they may have to the school.

6. 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:

- ✓ In investigating and dealing with bullying, the relevant teacher will exercise his/her professional judgement to determine whether bullying has occurred, what type if it has and how best the situation might be resolved.
- ✓ 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.
- ✓ Non-teaching staff are encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher.
- ✓ 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.
- ✓ It is very important that all involved (including each set of pupils and parents) understand the above approach from the outset.
- ✓ Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents.
- ✓ Incidents are generally best 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.
- ✓ 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.
- ✓ 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.

- ✓ 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.
- ✓ 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.
- ✓ It may also 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 parents 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 the opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports for their pupils.
- ✓ 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.
- ✓ 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.
- ✓ An additional follow-up meeting with parents of the children involved may take place after an appropriate time to ensure that the matter has been resolved satisfactorily.
- ✓ 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*.
- ✓ 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/guardians or the school Principal or Deputy Principal.
- ✓ 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.

Recording:

All recording of bullying incidents must be done in an objective and factual manner. 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, the relevant teacher will use his/her 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 that bullying has occurred, the relevant teacher 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 must use the recording template at *Appendix 3* 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 determined that bullying behaviour occurred and
 - (b) where the school has decided as part of its Anti-Bullying Policy that in certain circumstances involving serious incidents, bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable.

All records are maintained in accordance with relevant data protection legislation.

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. These may include opportunities to participate in activities designed to raise self-esteem, to develop friendship and social skills and build resilience. It may also include suggesting that parents seek referrals to appropriate outside agencies (e.g. NEPS, HSE) in order to receive further support for the pupils and their families if needed.

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. This policy was reviewed by the Board of Management on _____.

10. This policy has been made available to school personnel, parents/guardians and the Parent-Teacher Association. A copy of this policy will be made available to the Department of Education 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, parents/guardians and the Parent-Teacher Association. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: *Rev. C. McKibbin*
(Acting Chairperson, Board of Management)

Signed: *Ms. V. Magee*
(Principal)

Date: 5/6/2024

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Date of next review: *June 2025*

APPENDIX 1: Types of bullying

The following are some of the types of bullying behaviour that can occur amongst pupils:

Physical aggression: This behaviour includes pushing, shoving, punching, kicking, poking and tripping people. It may also take the form of severe physical assault. While pupils often engage in 'mess fights', they can sometimes be used as a disguise for physical harassment or inflicting pain.

Intimidation: Some bullying behaviour takes the form of intimidation. It may be based on the use of very aggressive body language with the voice being used as a weapon. Particularly upsetting can be a facial expression which conveys aggression and/or dislike.

Isolation/exclusion and other relational bullying: This occurs where a certain person is deliberately isolated, excluded or ignored by some or all of the class group. This practice is usually initiated by the person engaged in bullying behaviour and can be difficult to detect. It may be accompanied by writing insulting remarks about the pupil in public places, by passing around notes about or drawings of the pupil or by whispering insults about them loud enough to be heard. Relational bullying occurs when a person's attempts to socialise and form relationships with peers are repeatedly rejected or undermined. One of the most common forms includes control: 'Do this or I won't be your friend anymore' (implied or stated), a group ganging up against one person (girl or boy), non-verbal gesturing, malicious gossip, spreading rumours about a person or giving them the 'silent treatment'.

Cyber-bullying: This type of bullying is increasingly common and is continuously evolving. It is bullying carried out through the use of information and communication technologies such as text, social network sites, email, instant messaging (IM), apps, gaming sites, chat rooms and other online technologies. Being the target of inappropriate or hurtful messages is the most common form of online bullying. As cyber-bullying uses technology to perpetrate bullying behaviour and does not require face-to-face contact, cyber-bullying can occur at any time (day or night). Many forms of bullying can be facilitated through cyber-bullying. For example, a target may be sent homophobic text messages or pictures may be posted with negative comments about a person's sexuality, appearance etc.

Name calling: Persistent name-calling directed at the same individual(s) that hurts, insults or humiliates should be regarded as a form of bullying behaviour. Often name calling of this type refers to physical appearance, e.g. size or clothes worn. Accent or distinctive voice characteristics may attract negative attention. Academic ability can also provoke name calling. This tends to operate at two extremes. There are those who are singled out for attention because they are perceived to be weak academically. At the other extreme there are those who, because they are perceived as high achievers are also targeted.

Damage to property: Personal property can be the focus of attention for bullying behaviour. This may result in damage to clothing, school books and other learning material or interference with a pupil's belongings. The contents of school bags and pencil cases may be scattered on the floor. Items of personal property may be defaced, broken, stolen or hidden.

Extortion: Demands for money may be made, often accompanied by threats (sometimes carried out in the event of the targeted pupil not delivering on the demand). A pupil may also be forced into theft of property for delivery to another who is engaged in bullying behaviour.