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## 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 Scoil Mhuire Junior 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. Aims

The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils. The school community believes strongly that **respect for all at all times** must be promoted and become intrinsic in the ethos of society, "always treat others as you would like them to treat you". (Matthew 7:12) The Board of Management and the staff of Scoil Mhuire Junior are 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 Trans phobic bullying.
- Effective supervision and monitoring of pupils;
  - Supports for staff;
  - Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
  - On-going evaluation of the effectiveness of the anti-bullying policy.

### 3. 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,
- Cyber-bullying and
- Identity-based bullying such as homophobic bullying etc.
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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.

The 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 his/her self-esteem or self-confidence.

Additional information on different types of bullying is set out in Section 2 of the Anti Bullying Procedures for Primary School and Post Primary Schools and set out in **Appendix A** of this policy. This list is not exhaustive.

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

In these procedures, the member of teaching staff who has responsibility for investigating and dealing with bullying is referred to as the "relevant teacher". At primary level, the relevant teacher will normally be the class teacher.

#### **4. The Education and Prevention strategies**

The education and prevention strategies (including strategies specifically aimed at cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying) that will be used by the school are as follows:-

Implementation of education and prevention strategies including awareness raising:-

The prevention of bullying must be an integral part of the written anti-bullying policy of all primary and post-primary schools. Every school must document in its anti-bullying policy the specific education and prevention strategies that the school will implement. This must include documenting the measures being taken by the school to explicitly address the issues of cyber-bullying and identity-based bullying.

Effective practice includes prevention and awareness raising measures across all aspects of bullying and involves strategies to engage pupils in addressing problems when they arise. In particular, such strategies need to build empathy, respect and resilience in pupils.

As self-esteem is a major factor in determining behaviour, schools should, through both their curricular and extra-curricular programmes, provide pupils with opportunities to develop a positive sense of self-worth.

Initiatives and programmes focused on developing pupils' awareness and understanding of bullying, including its causes and effects, should deal explicitly with the issue of identity-based bullying.

Prevention and awareness raising measures must also deal explicitly with cyber-bullying. The best way to address cyber-bullying is to prevent it happening in the first place. Prevention and any awareness raising measures should focus on educating pupils on appropriate online behaviour, how to stay safe while on-line and also on developing a culture of reporting any concerns about cyber-bullying. The school-wide approach and the role of parents as outlined above is of importance in this regard. The prevention and awareness raising measures should also take into account the scope for cyber-bullying to occur as a result of access to technology from within the school.

The school's approach to tackling and preventing bullying should take into particular account of the needs of pupils with disabilities or with SEN. It should join up with other relevant school policies and supports and should ensure that all the services that provide for such pupils work together. Approaches to decreasing the likelihood of bullying for pupils with SEN

include improving inclusion, focusing on developing social skills, paying attention to key moments such as transitioning from primary to senior primary and cultivating a good school culture which has respect for all and helping one another as central.

The school's prevention and awareness raising measures need to be appropriate to the type of bullying and take into account the age and gender of the pupils involved. The school work to raise the awareness of bullying so that all members of the school community understand what bullying is and how the school deals with bullying behaviour.

The school acknowledges that teachers can influence attitudes to bullying behaviour in a positive manner through a range of curricular initiatives. There are a number of curriculum components 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 the inter-related areas of belonging and integrating, communication, conflict, friendship, personal safety and relationships. The Stay Safe programme at primary level, is a personal safety skills programme which seeks to enhance children's self-protection skills including their ability to recognise and cope with bullying. The Relationship and Sexuality Education (RSE) programme at primary provides opportunities to explore and discuss areas such as human sexuality and relationships, which has particular relevance to identity-based bullying. Various other social, health and media education programmes can further help to address the problem of bullying behaviour. For example, the *Schools for Health in Ireland* framework provides guidance on developing a health promoting school.

There is space within the teaching of all subjects to foster an attitude of respect for all: to promote the value of diversity; to address prejudice and stereotyping and to highlight the unacceptability of bullying behaviour. In English there is a wide range of literature available which could be used to stimulate discussion. The work could be extended into many other areas such as Art, Drama, Religious Education, and Physical Education. Co-operation and group enterprise can be promoted through team sports, school clubs and societies as well as through practical subjects. Sporting activities in particular can provide excellent opportunities for channelling and learning how to control aggression.

- The Stay Safe Programme
- Friends First
- Berry Street Programme
- Mindful Matters
- Incredible years
- SPHE Curriculum
- RSE Programme
- Walk Tall Programme
- Circle of Friends
- Zippy's Friends
- Fun Friends
- Friendship Week Yard Buddies

- Class Dojo educational videos
- Anti-Bullying website (set up by the DES in conjunction with this initiative)
- Berry Street Programme
- Termly reminders to parents regarding cyber bullying and webwise and proper usage of the web.
- Reminders to staff to model kindness and respect throughout the school to colleagues and pupils alike.
- Our school's tips in educating and raising awareness. See **Appendix B** for more strategies

The message in our Stay Safe programme that we are a 'telling when troubled' environment will be clearly communicated to all members of our school community, giving victims the encouragement to come forward. Pupils are encouraged to recognise and report bullying behaviour immediately.

Through the school website / staff meetings, the school staff and parents/guardians are made aware of the nature of bullying and the signs that might indicate that a pupil is being bullied. Parents/ Guardians/ school staff are encouraged to be vigilant in watching out for signs of bullying and to report any suspicion/alleged bullying they may have to the "Relevant Teacher".

- Class teacher in the case of parents/guardians or child reporting incidents of alleged bullying.
- In serious cases the relevant teacher will inform the principal.

Programmes such as Stay Safe and the broader SPHE curriculum will be integrated with co-operative and group activities in other subject areas including, Drama, Physical Education, Religious Education and SESE to enhance the positive school climate of communication and respect in a focused direct manner to maximise the child's learning of good behaviour habits and personal safety strategies. The pupils will likewise be made aware of the school code of behaviour and discipline and their roles and responsibilities therein.

## **5A. The school's procedures for investigating and dealing with bullying.**

A consistent and clear approach to dealing with bullying when it occurs is essential to effective practice. A pupil or parent may bring a bullying concern to any teacher in the school. Individual teachers must take appropriate measures regarding reports of bullying behaviour in accordance with the school's anti-bullying policy. In these procedures, the member of teaching staff who has responsibility for investigating and dealing with bullying is referred to as the "relevant teacher". At primary level this will normally be the class teachers.

The school's anti-bullying policy clearly indicates the relevant teachers in its school

1. 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).
2. 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.
3. All reports, including anonymous reports of bullying will 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 will 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;
4. Non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, crossing supervisors and cleaners must be encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher;
5. 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;
6. All involved (including each set of pupils and parents) will be made aware of this approach from the outset;
7. Teachers will take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents. **(Appendix B 1)**
8. Incidents will generally be investigated outside the classroom situation to ensure the privacy of all involved. (where possible)
9. All interviews will be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved (onlookers) can also provide very useful information in this way;
10. When analysing incidents of bullying behaviour, the relevant teacher will 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;
11. 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.
12. Each member of a group will be supported through the possible pressures that they may face from the other members of the group after interview by the teacher;
13. It may also be appropriate or helpful to ask those involved to write down (record) their account of the incident(s);
14. In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, **(Appendix C & D)** 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;
15. Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it will be made clear to him/her how he/she is in breach of the school's

anti-bullying policy and efforts will be made to try to get him/her to see the situation from the perspective of the pupil being bullied. The child/children will be asked to sign a binding promise (see Appendix E) that they will treat all pupils fairly, equally and respectfully, including the targeted pupil(s)

16. If a pupil has signed such a promise but then chooses to break the promise and continue the bullying behaviour, this can no longer be considered a "mistake. In this event, parent(s)/ guardian(s) will be informed and requested to countersign their child's promise. Breach of this additional promise by further bullying behaviour is regarded as a very grave matter and a serious sanction may be imposed by the school authorities (See Code of Behaviour)
17. It will 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;
18. 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. This can have a therapeutic effect;
19. 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 F**
20. 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
21. 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;
22. In the event that a parent has exhausted the school's complaints procedures and is still not satisfied, the school will advise the parents of their right to make a complaint to the Ombudsman for Children.

## **5B. Procedures for recording bullying behaviour**

The school's procedures for noting and reporting bullying behaviour are as follows:

- (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, **(Appendix C & D)** the actions taken and any discussions with those involved regarding same

- (ii) If an issue of bullying is suspected, the relevant teacher may record reports in order to establish that this is a case of bullying behaviour as defined above.
- (iii) 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.
- (iv) The relevant teacher must use the recording template at **Appendix F** 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) The Board of Management of this school have decided that bullying behaviour will be reported immediately to the Principal or Deputy Principal.
- (v) In each of the circumstances at (a) and (b) above, the recording template must be completed in full and retained by the teacher in question and a copy provided to the Principal or Deputy Principal as applicable. It should also be noted that the timeline for recording bullying behaviour in the recording template does not in any way preclude the relevant teacher from consulting the Principal or Deputy Principal at an earlier stage in relation to a case.

## **6. The school's programme of support for working with pupils affected by bullying.**

We take a whole-school approach in supporting pupils affected by bullying within the school and in dealing with any negative impact within school of bullying that occurs elsewhere.

- (i) Incidents are discussed with the pupils.
- (ii) Reassure the bullied child that they were right to bring the events to the attention of the staff, that they were not telling tales and that their actions will help others also. They will also be told to tell again if they have any new concerns.
- (iii) Teachers involved, and the principal will check from time to time with the child to ensure that all is well with him/her.
- (iv) All affected children will be encouraged to become involved in activities that develop friendships and social skills and improve self-esteem (eg participation in group work in class and in extra-curricular group or team activities during or after school)
- (v) We strive to promote a school environment where respect and empathy are fostered.
- (vi) We make it clear that bullying pupils who reform are not blamed or punished and that they are doing the right and honourable thing and are praised for this.
- (vii) We will use learning strategies throughout the school and the across the curriculum to help enhance pupils' feelings of self-worth.
- (viii) In dealing with negative behaviour in general, we encourage teachers and parents to focus on, challenge and correct the behaviour while supporting the child.
- (ix) We recognise that parents of pupils who have engaged in bullying behaviour have a major responsibility in addressing their child's behaviour.



- (x) In some circumstances it may be necessary for the Principal or Deputy Principal to seek advice from the HSE Children and Family Social Services

## 7. 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.

## 8. 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.

This policy was ratified by the Board of Management on **10<sup>th</sup> November 2022** will be reviewed annually, using the template in Appendix G.

This policy has been made available to school personnel, published on the school website (or where none exists, is otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A copy of this policy will be made available to the Department and the patron if requested.

12. 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 (or where none exists, be otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: *Joan Ashbrook*  
Chairperson, Board of Management

Date: 10<sup>th</sup> November 2022

Signed: *Niamh Cronin*  
Principal

Date: 10<sup>th</sup> November 2022

## APPENDIX A:

### 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 the entire 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, e-mail, 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) who 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.

- o **Damage to property:** Personal property can be the focus of attention for bullying behaviour. This may result in damage to clothing, mobile phone or other devices, school books and other learning material or interference with a pupil's locker or bicycle. 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.
- o **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.

## Appendix B

Our school's education & prevention strategies are:

- Model respectful behaviour to all members of the school community at all times
- Explicitly teach pupils what respectful language and behaviour looks like, acts like, sounds like and feels like in the class and around the school
- Display key respect messages in classrooms and around the school (including the yard)  
{Involve pupils in the development of these messages}
- Positive Behaviour - notice and acknowledge desired respectful behaviour by providing positive attention ex. compliments board, certificates, badges, bracelets, positive notes home, positive notebook
- Actively promote the right of every member of the school community to be safe and secure in school
- Ensure there is adequate playground / school yard supervision
- All staff actively watch out for signs of bullying behaviour
- Communication with staff, parents & the wider community through the school newsletter and the school website.
- ❖ The following are also used to promote a positive culture / climate...
  - Friendship week
  - Buddy bench
  - Berry Street
  - Incredible years
  - Fun Friends
  - Zippy's Friends
  - Yard buddies
  - Assemblies
  - Classroom rules
  - The various books / resources mentioned in the policy
  - Various sporting opportunities - Ballet, GAA, Games Skills
  - Maths for fun, Literacy, Science (HSCL Co-ordinator)

## Appendix B 1

### Tips for effective interviewing

#### Privacy

- The victim feels safer and less embarrassed in private.
- The offender is often less confrontational and likely to deny everything if the interview is held in private.
- Witnesses are more likely to be honest and not feel that they are taking sides if others do not hear their story.

#### Non-confrontational approach

- Welcome the pupil and thank them for their help in working out what has happened.
- Point out that you are there to try to solve this problem. Use "I" statements - e.g. "I need your help; I want to sort out this problem". This will help to build trust and make children feel safer about being honest.
- Refer to the behaviour rather than the person.
- Be calm and constructive. Allow time for children to talk.
- Reassuring phrases could include - "If you have made a mistake in your behaviour, even if it is a serious one, I want to help you work things out. The most important thing from everyone's point of view is that it never happens again. I think it is very important that it is settled here and now."

#### Seeking further information

- Older children could be given a choice between saying or writing down what happened.
- Make sure that they take responsibility for their own actions rather than attributing blame to others.
- Useful questions can include:
  - What did you actually say/do?
  - How would another child who saw this describe what you did?
  - Would you do the same thing again or act differently?
  - What did you do wrong?
  - Do you understand what was wrong about it?
  - What is the problem about what you did?
  - How do you feel about the situation?
  - Are you worried about what is going to happen?
  - What do you think is fair in this situation?
- Outline a fair outcome for the child e.g. apologising, agreeing to mediation, signing an agreement with a parent present, detention or suspension.
- A cooperative attitude should be praised.

## What if there is complete denial?

- When there is complete denial of involvement repeat the evidence as you see it and try again.
- It may be necessary to protect the confidentiality of the source of your information.
- Do not accuse the young person of lying e.g. This is the situation as I see it.

I do not accept that I am hearing the full story from what has been said so far.

- Let the child know this is a very positive opportunity for them to be honest and that you are not going to let the matter rest until the situation is resolved.
- Outline the next steps according to the policy e.g. reporting the matter to the principal, contacting parents etc.
- Whether or not there is admission of involvement it is important to be unequivocal about the immediate and future behaviour of the young person.

It should be made clear that.

- The specific behaviour you have discussed should cease immediately.
- That the young person is made aware that disciplinary implications already apply in the situation.
- Agreement should be sought about not taking revenge against the victim or others whom the bully suspects may have provided information to teachers.
- If agreement is not forthcoming, a warning should be given which also extends to friends of the bully.
- Measures need to be taken by the school to ensure the safety of the victim, and to supervise the behaviour of any others involved.
- A case discussion involving school management and other relevant personnel will decide on possible sanctions.
- If bullying continues, management have to choose between suspension/expulsion or referral of the offender for clinical psychological assessment. An assessment will point to whether the young person has psychological/psychiatric contributing to the behaviour or not, and whether anger management training might be a useful next step.
- Discuss with the parents the possibility of counselling their son/daughter.
- Keep a record of the interview.

## Investigation and interventions and the student with special needs

Some of the following considerations may be helpful when students with SEN are involved:

- Parents may need to be involved from the beginning.
- When investigating it may be more effective if the students has a positive relationship with the teacher involved.
- When investigating consideration ought to be given to using additional methods of support in explaining what has happened, for example LAMH, visual, role play etc.
- Choose most appropriate intervention strategy as per school policy.
- Reflect on what needs to be added to the prevention strategies for specific students, for example, teach additional and specific personal and social skills, leisure skills, anger management, script etc.
- Consider breaking patterns that may be contributing to the bullying, for example, distraction/diversion, development of meaningful activity.
- Ongoing close observation of student may be necessary
- Referral for future support, for example, language and communication, psychologist, etc.

## Appendix C

### Is It Bullying? Checklist

	Consider .....	Yes	No
1	Is the behaviour repeated? Only repeated incidents can be regarded as bullying? Once off incidents fall under the Code of Behaviour. However see 2 below		
2	Have there been any offensive or hurtful public messages or images placed on a social networking site or other public forum? Can the bullying image, statement or message be viewed or repeated by other people? NB: One such incident qualifies as cyber bullying.		
3	Is the behaviour planned?		
4	Is there unwanted negative behaviour inflicted on the victim?		
5	Is the unwanted negative behaviour of a verbal, physical or Psychological character?		
6	Is the behaviour inflicted by one person, or is there a group involved?		
7	Is the victim deliberately targeted?		
8	Do the behaviours involve deliberate exclusion, isolation, malicious gossip or other forms of relational aggression?		
9	Are the behaviours targeting an aspect of the victim's identify? For example physical, verbal or psychological aggression which is Directed at their sexual orientation, their race, religion, ethnicity or traveller background.		
10	Are the behaviours targeting the victim because they have Special Education Needs?		

**Appendix D**

**Class Observation Form**

Teacher: \_\_\_\_\_

Class: \_\_\_\_\_

Time & Date	Name of pupil/s	Directed towards	Behaviour	Action taken



## Appendix E

### The Binding promise

#### Pupil Behaviour Promise

Pupil Name: \_\_\_\_\_

Class: \_\_\_\_\_

I know that all of the children in our school are different from me and from each other.

I have a right to be treated fairly, equally and with respect. I know that all the other children have a right to be treated in this way too. It is wrong to treat anyone any other way.

I promise that in future I will treat all the other children fairly, equally and with respect despite our differences and whether I like them or not.

I will always treat \_\_\_\_\_ fairly and respectfully (Re-write below)

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Signed : \_\_\_\_\_ (Pupil)

Date : \_\_\_\_\_

\_\_\_\_\_ (Teacher)

## Appendix F 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

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### 3. Source of bullying concern/report (tick relevant box(es))\*

Pupil concerned	
Other Pupil	
Parent	
Teacher	

### 4. Location of incidents (tick relevant box(es))\*

Playground	
Classroom	
Corridor	
Toilets	
Other	

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

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### 6. Type of Bullying Behaviour (tick relevant box(es)) \*

Physical Aggression	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/ Transphobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)

**8. Brief Description of bullying behaviour and its impact**

**9. Details of actions taken / Any other relevant details.**

Signed: \_\_\_\_\_ (Relevant Teacher) Date: \_\_\_\_\_

Date submitted to Principal: \_\_\_\_\_

## Appendix G

### 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 <i>Anti-Bullying Procedures for Primary and Post-Primary Schools</i> ?	Yes
Has the Board published the policy on the school website and provided a copy to the parents' association?	Yes (NO PA)
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. Through teaching and promoting good practices
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 Berry Street, Fun Friends Zippy's friends
Has the effectiveness of the prevention and education strategies	Yes

that have been implemented been examined?	
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 through Principal's report
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?	BOM happy with policy
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?	As no cases have been reported to BOM no trends there
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	no
Has the Board put in place an action plan to address any areas for improvement?	BOM always monitoring situation. BOM training teachers Incredible years, Fun Friends and Zippy's Friends

Signed: *Joan Ashbrook*  
Chairperson, Board of Management

Date: 10<sup>th</sup> November 2022

Signed: *Niamh Cronin*

Date: 10<sup>th</sup> November 2022



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

To: Parents/Guardians

The Board of Management of Scoil Mhuire Junior 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 10<sup>th</sup> November 2022
- 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: *Joan Ashbrook*  
Chairperson, Board of Management

Date: 10<sup>th</sup> November 2022

Signed: *Niamh Cronin*  
Principal

Date: 10<sup>th</sup> November 2022

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### Information and Tips for Parents

#### General things to remember

- Be aware of the school's policy on bullying. Remember we are a telling school.
- The staff are always willing to speak with parents but remember to organise a good time to talk.
- Get more information on bullying and be comfortable with your understanding of it.
- Maintain good communication with your child, provide opportunities for one-to-one chats.
- Support any bullying awareness campaigns in the school and wider community.
- Remember, there will always be conflicts between children. However bullying is different to the normal conflicts that children have.
- Respect your child and teach them to respect others.
- Don't let your children come to school too early or hang around after school - there is only supervision during school hours.
- If you witness what appears to be a bullying incident in the school, make your concerns known to a member of staff.

#### What if your child is involved in bullying?

- If your child tells you they have witnessed a bullying incident, find out what happened and let the school know.
- If your child is upset over something that happened to them, try to determine whether there was genuine bullying involved. Again you can approach the teacher and get their perspective.
- Be aware of the signs and symptoms of bullying and watch for signs your child may be being bullied.
- If you are worried that your child is being bullied, ask him/her directly. Give your child a chance to vent his/her feelings about being bullied. But remember to stay calm and listen to your child.
- Take bullying seriously and find out the facts when told about an incident of bullying. Keep a written diary of all incidents. Don't agree to keep the bullying a secret
- Empower your child with the skills to deal with bullies. Help children practice strategies such as shouting no, walking with confidence and keeping away from bullies.
- If the bullying is happening on the way to or from school arrange to meet your child and walk with them.
- If your child has been identified as displaying bullying behaviour, stay calm and don't panic. Try to find out the reasons why.

### Information and Tips for Staff

#### General things to remember

- Promote a culture of respect in the school - children respecting children, children respecting staff, staff respecting children, staff respecting staff. Praise respectful behaviour.
- Tell the pupils from Day One that bullying is not tolerated in the school.
- Make sure children know the difference between bullying and normal conflict.
- Ensure that children, parents and teachers take responsibility for any bullying that goes on in the school. Everyone is expected to ensure that it does not happen.
- Promote the idea of the school as being a telling school. Explain the difference between telling about and telling on. Tell children to tell and back them up.
- Raise awareness of the school policy on bullying. Keep parents informed and involved.
- Use circle time or class based discussion to discuss bullying behaviour with the class. Role-play situations and discuss possible solutions or strategies. Be open to involving pupils in developing ideas. If they are part of the problem they can be part of the solution.
- Discuss the general discipline policy and anti-bullying policy with the class.
- Teach children to be confident. Differences should be acceptable and never a cause for bullying.



