



**ST. MARK'S JNS
FRIENDSHIP AND INCLUSION POLICY
(ANTI BULLYING POLICY)**

PREFACE

As a school community our focus is on 'getting along'.

Our goal is to help our whole school community to build and sustain warm, healthy, positive relationships.

Where relationships get damaged our goal is to help restore them through a no blame approach.

We see our Friendship and Inclusion framework as the perfect foundation for our Anti Bullying policy. Core to this climate of Friendship and Inclusion we teach the children that there is no place for bullying in our school.

The children are also taught that there is no such thing as an innocent bystander.

We are a telling school and that by **telling** we keep everyone safe.

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 St. Mark's Junior School has adopted the following anti-bullying policy within the framework of the school's overall Code of Behaviour.

This policy fully complies with the requirements of the **Anti-Bullying Procedures for Primary & 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 restorative 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.**

See Table A (6.1.5.Procedures): Key elements of a positive school culture and climate, and Appendix 2. Practical tips for building a school culture and climate.

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 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 or transgender bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.

Isolated or once-off incidents of intentional negative behaviour, (including a once-off offensive or hurtful text message or other private messaging,) do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's code of behaviour.

However, in the context of this policy, **placing a once-off offensive or hurtful text, 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.

Examples of Bullying Behaviour

(The list of examples below is non exhaustive)

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

Identity Based Behaviours

Including any of the nine discriminatory grounds mentioned in Equality Legislation (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).

Homophobic and Transgender	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"> • Malicious gossip • Isolation & exclusion • Ignoring • Excluding from the group • Taking someone's friends away • "Bitching" • Spreading rumours • Breaking confidence • Talking loud enough so that the victim can hear • The "look" • Use or terminology such as 'nerd' in a derogatory way
Sexual	<ul style="list-style-type: none"> • Unwelcome or inappropriate sexual comments or touching • Harassment
Special Educational Needs, Disability	<ul style="list-style-type: none"> • 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

4. **The relevant teachers** for investigating and dealing with bullying in St. Mark's JNS are as follows:

- All Class Teachers
- Principal Ann Ryan
- Deputy Principal Eilish Kerrisk

NOTE:

Any teacher may act as a relevant teacher if circumstances warrant it.

5. Education and Bullying Prevention Strategies (including strategies specifically aimed at cyber-bullying, homophobic and transphobic bullying) **that will be used by the school are as follows :**

Our Positive School Ethos & Restorative School wide approach.....

- Good observations, supervision and monitoring systems.
- Our Active Culture of welcome warmth respect and inclusion
- Our SPHE Policy including RSE programme, use of Golden Rules, Circle Time, Restorative Practice and Assemblies with Principal will develop friendship, inclusion and an anti-bullying ethos and cultivate a positive climate and culture.
- Daily Restorative Circles used to build empathy and respect in every classroom.
- Active promotion of Emotional Literacy through the SPHE curriculum
- The implementation of regular (e.g. per year/per term/per month/per week) whole school awareness measures e.g. a dedicated notice board in the school and classrooms on the promotion of friendship, and bullying prevention; Annual Friendship Week and talks and workshops for parent(s)/guardian(s)
- Yard Prefects/Yellow Bibs, a buddy system and activities in yard are in place to help vulnerable children who may be targets of bullying and to reduce chances of bullying..
- **Raising awareness** amongst parents/guardians of all aspects of bullying, including cyber bullying and by so doing promoting a community ethos of respect, inclusion and prevention.
- **Blocking social media within the school** to prevent possibility of cyber bullying opportunities within the school.
- 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 - e.g. Praise Time & Student Of The Month, Special Effort Awards etc
- **Whole staff professional development** on bullying to ensure that all staff develop an awareness of what bullying is, how it impacts on pupils' lives and the need to respond to it - by prevention and intervention.
- A regular audit of professional development needs with a view to assessing staff requirements through internal staff knowledge/expertise and external sources.
- **Professional development** with specific focus on the training of the relevant teacher(s) e.g. Rainbows, Restorative Practice Training and class/ Yard Behaviour management.
- In cooperation with the **Parents Association** - School Community wide awareness raising and training on all aspects of bullying, to include pupils, parent(s)/guardian(s) and the wider school community through speakers and workshops.
- **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.
- **The Pastoral Care team** will oversee all vulnerable pupils to ensure no pupil is exposed emotionally - in so far as it is humanly possible to do so.
- Development and promotion of Our Friendship and Inclusion Code (Anti-Bullying Code) for the school-to be displayed publicly in classrooms and in common areas of the school.
- The school's Friendship and Inclusion Code will be discussed with pupils.
- All parent(s)/guardian(s)s will receive a copy as part of the Code of Behaviour on enrolment in the school and thereafter as reviewed and updated

School wide Education and Prevention strategies continued....

- Encouraging a **culture of telling**, with particular emphasis on the importance of **bystanders**. In this 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 what they perceive as 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. etc
 - Bubble time (1-1 time with teacher)
 - Get a parent(s)/guardian(s) or friend to tell on your behalf.
- Identify clear protocols to encourage parent(s)/guardian(s) to approach the school if they suspect that their child is being bullied. The protocol should be developed in consultation with parents.
- **The update and review of our Acceptable Use Policy** 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 - Social media sites are blocked in our school.
- 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 , RSE and Stay Safe Programmes.
- Continuous Professional Development for staff in delivering these programmes.
- School wide delivery of lessons on Friendship, inclusion and bullying from evidence based programmes e.g. Stay Safe Programme, The Walk Tall Programme, On My Own Two Feet.
- School wide delivery of lessons on **Relational aggression** (Cool School Programme: A Friend in Deed), **Cyber Bullying** (#UP2US, Be Safe-Be Web wise, Think Before you Click, Let's Fight it Together, Web wise Primary teachers' resources), **Diversity and Interculturalism** Yellow Flag Programme.
- Delivery of the Garda SPHE Programmes. 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. Programmes will be differentiated.

Links to other policies

- SPHE Curriculum: Stay Safe Programme
- Strand Units on 'Safety and Protection'
- Code of Behaviour
- Pastoral Care Policy & Practice
- The School Code of Behaviour
- Restorative Practices, Circles & Approaches

- 👤 Health and Safety Statement
- 👤 Intimate Care Needs – procedures
- 👤 Anti Bullying Policy
- 👤 Attendance Strategy
- 👤 Supervision Of Pupils
- 👤 Sporting Activities
- 👤 School Tours/ Outings
- 👤 Outside coaches vetting
- 👤 I.T. Acceptable use Policy

6. Our 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:

Procedures for Investigating and Dealing with Bullying

Our primary aim in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame); Every effort will be made to ensure that all involved (including pupils, parent(s)/guardian(s) understand this approach from the outset.

REPORTING BULLYING BEHAVIOUR

- Any pupil or parent(s)/guardian(s) may bring a bullying incident to any teacher in the school.
- All reports, including anonymous reports of bullying, will be investigated and dealt with by the relevant teacher.
- Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners **must report** any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher
- Thereafter, if a group is involved, each member should be interviewed individually at first and then
- All those involved should then 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 may face them from the other members of the group after the interview by the teacher; It may also be appropriate or helpful to ask those involved to write down their account of the incident(s) – if able.
- In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parent(s)/guardian(s) of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy). The school should give parent(s)/guardian(s) an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports provided to the pupils;

- Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to him/her how he/she is in breach of the school's anti-bullying policy and efforts should be made to try to get him/her to see the situation from the perspective of the pupil being bullied;
- It must also be made clear to all involved (each set of pupils and parent(s)/guardian(s)) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parent(s)/guardian(s) and the school;

INVESTIGATING AND DEALING WITH INCIDENTS - framework of approach

- In investigating and dealing with bullying, the (relevant)teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved;
 - Parent(s)/guardian(s) and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable.
 - Teachers should take a calm, unemotional, Restorative, problem-solving approach.
 - Where possible incidents should be investigated outside the classroom situation to ensure the privacy of all involved e. g. Rainbows room.
 - 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 **the Restorative Questions** with which the children will already be familiar What Happened? What were you thinking at the time? What have your thoughts been since? How have you been affected by what has happened? Or who has been affected by what has happened? What do you think need s to happen now?
 - 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. There after 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 is clear about what is being said.
- The Relevant Teacher will investigate and deal with each bullying incident that arises in his/her class through the use of Restorative Practice procedures.
 - If the bullying incident arises during yard time, the teacher on duty will deal with it at the time in so far as is possible and then bring it to the attention of the class teacher and principal if required..

FOLLOW UP AND RECORDING

- In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of his/her professional judgement, take the following factors into account:
 - Whether the bullying behaviour has ceased;
 - Whether any issues between the parties have been resolved as far as is practicable;
 - Whether the relationships between the parties have been restored as far as is practicable;
 - Any feedback received from the parties involved, their parent(s)/guardian(s)s or the school Principal or Deputy Principal

- 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.
- Where a parent(s)/guardian(s) is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent(s)/guardian(s) must be referred, as appropriate, to the school's complaints procedures.
- In the event that a parent(s)/guardian(s) has exhausted the school's complaints procedures and is still not satisfied, the school should advise the parent(s)/guardian(s) of their right to make a complaint to the Ombudsman for Children.

RECORDING OF BULLYING BEHAVIOUR

It is imperative that all recording of bullying incidents must be done in an objective and factual manner.

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

Informal (Concern Form) - pre-determination that bullying has occurred

Professional judgement must be used and respected

- All staff must keep a written record of any incidents witnessed by them or notified to them which they consider, in their professional judgement to merit investigation. Consideration needs to be given to where the records will be made e.g. incident book. All incidents must be reported to the relevant teacher
- While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, **the relevant teacher must keep a written record of the reports, the actions taken and any discussions with those involved regarding same**
- **The relevant teacher must inform the principal of all incidents being investigated.**

Formal Stage 1 - determination that bullying has occurred

- If it is established by the relevant teacher 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.
- The school in consultation with the relevant teacher/s should develop a protocol for the storage of all records retained by the relevant teacher

Formal Stage 2 - Appendix 3 (From DES Procedures)

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 has determined that bullying behaviour occurred; and

b) Where the relevant teacher/school has decided, that the incident & circumstances are of a bullying nature and warrant recording in a formal manner

When the recording template is used, it must be retained by the relevant teacher in question and a copy maintained by the principal.

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

- All in-school supports and opportunities will be provided for the pupils affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience e.g.
 - Pastoral care team and Vulnerable pupils system
 - Restorative Practice Approaches and Empathy circles daily
 - Positive reinforcement to rebuild self esteem of all pupils involved. Buddy / Peer mentoring system
 - Rainbows
 - Additional Emotional Support Groups
 - Regular Check in by the Relevant teacher
- If pupils require counselling of further supports the school will endeavour to liaise with the appropriate agencies to organise same. This may be for the pupil affected by bullying or involved in the bullying behaviour.

7b. Rehabilitating the child who has been responsible for the Bullying Behaviour will where possible take a similar but appropriate path to that afforded the child who has been harmed. Underpinning this philosophy is the vision that the perpetrator can learn and grow from the experience thus reducing the possibility of reoffending.

Established intervention strategies for our school include...

- Teacher interviews with all pupils
- Negotiating agreements between pupils and following these up by monitoring progress. This can be on an informal basis or implemented through a more structured mediation process
- Working with parent(s)/guardian(s) to support school interventions
- No Blame Approach
- Circle Time
- Restorative interviews
- Restorative conferencing
- Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.
- Stay Safe Rules taught - Say No , Get away, Tell someone you trust.
- Identifying with all pupils trusted adults in their lives

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. 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/Roma community.

10. This policy was adopted by the Board of Management on 9th April 2014.
11. This policy has been made available to all parents, school personnel and will be published on the school website and provided to the Parents' Association.
A copy of this policy will be made available to the Department and the Patron if requested.
12. This policy and its implementation will be reviewed by the Board of Management in 2015 and thereafter as decided
Written notification that the review has been completed will be made available to school personnel, published on the school website and be provided to the Parents' Association. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: _____

Date: _____
(Chairperson of Board of Management)

Signed: _____
(Principal)

Date: _____
(Principal)

Table A: Key elements of a positive school culture and climate

- The school acknowledges the right of each member of the school community to enjoy school in a secure environment.
- The school acknowledges the uniqueness of each individual and his/her worth as a human being.
- The school promotes positive habits of self-respect, self-discipline and responsibility among all its members.
- The school prohibits vulgar, offensive, sectarian or other aggressive behaviour or language by any of its members.
- The school has a clear commitment to promoting equity in general and gender equity in particular in all aspects of its functioning.
- The school has the capacity to change in response to pupils' needs.
- The school identifies aspects of curriculum through which positive and lasting influences can be exerted towards forming pupils' attitudes and values.
- The school takes particular care of "at risk" pupils and uses its monitoring systems to facilitate early intervention where necessary and it responds to the needs, fears or anxieties of individual members in a sensitive manner.
- The school recognises the need to work in partnership with and keep parents informed on procedures to improve relationships on a school-wide basis.
- The school recognises the role of parents in equipping the pupil with a range of life- skills.
- The school recognises the role of other community agencies in preventing and dealing with bullying.
- The school promotes habits of mutual respect, courtesy and an awareness of the interdependence of people in groups and communities.
- The school promotes qualities of social responsibility, tolerance and understanding among all its members both in school and out of school.
- Staff members share a collegiate responsibility, under the direction of the Principal, to act in preventing bullying/aggressive behaviour by any member of the school community.

Appendix 2 Practical tips for building a positive school culture and climate

The following are some practical tips for immediate actions that can be taken to help build a positive school culture and climate and to help prevent and tackle bullying behaviour.

- Model respectful behaviour to all members of the school community at all times.
- Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.
- Display key respect messages in classrooms, in assembly areas and around the school. Involve pupils in the development of these messages.
- **Catch them being good** - notice and acknowledge desired respectful behaviour by providing positive attention.
- Consistently tackle the use of discriminatory and derogatory language in the school - this includes homophobic and racist language and language that is belittling of pupils with a disability or SEN.
- Give constructive feedback to pupils when respectful behaviour and respectful language are absent.
- Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.
- Explicitly teach pupils about the appropriate use of social media.
- Positively encourage pupils to comply with the school rules on mobile phone and internet use.
- Follow up and follow through with pupils who ignore the rules.
- Actively involve parents and/or the Parents' Association in awareness raising campaigns around social media.
- Actively promote the right of every member of the school community to be safe and secure in school.
- Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas.
- All staff can actively watch out for signs of bullying behaviour.
- Ensure there is adequate playground/school yard/outdoor supervision.
- School staff can get pupils to help them to identify bullying "**hot spots**" and "**hot times**" for bullying in the school.

Hot spots are seen as being in the school yard, lining up , toilets, corridors and areas of unstructured supervision.

Hot times again tend to be times where there is less structured supervision such as when pupils are in the school yard in their lines or on the move.

Appendix 3 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	
Other Pupil	

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

8. Brief Description of bullying behaviour and its impact

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9. Details of actions taken

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Signed _____ (Relevant Teacher) Date _____

Date submitted to Principal/Deputy Principal _____



Possible Bullying Concern Record - Informal stage

Filled in By _____ Date _____
 (Informal Stage)

Name(s) of person(s) reporting alleged bullying concern : _____
 (May be anonymous)

Relation to person being allegedly bullied: _____

Location of Alleged Incident: _____

Name of pupil allegedly being bullied: _____

Class: _____ Class Teacher: _____

Name(s) and class(es) of pupil(s) engaged in alleged bullying behaviour:

Type of alleged Bullying behaviour being reported..tick box(es)

Physical Aggression	<input type="checkbox"/>	Cyber Bullying	<input type="checkbox"/>
Damage to Property	<input type="checkbox"/>	Intimidation	<input type="checkbox"/>
Isolation/Exclusion	<input type="checkbox"/>	Malicious Gossip	<input type="checkbox"/>
Name calling	<input type="checkbox"/>	Other (specify)	<input type="checkbox"/>

Is this alleged Bullying Identity Based? Yes _____ No _____

If Yes tick appropriate box

Disability / SEN	Racist	Member of Traveller /Roma Community	Homophobic	Other please specify
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Brief Description of alleged Bullying Behaviour and its impact...

ACTION CHECKLIST

Who will relevant teacher be? _____

Has the Principal been informed yet? Yes _____ No _____

Who else needs to be advised?

Is Parental meeting / contact required?

Re Meeting children Involved.....

When? _____

Where? _____

With whom present?

LIST OF ACTIONS TAKEN.....

DOES THIS REQUIRE AN APPENDIX 3? YES? _____ NO _____

If not specify reason(s)

SIGN OFF _____ Date _____

FURTHER ACTIONS REQUIRED?

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.

Y/N

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?	
Has the Board published the policy on the school website and provided a copy to the parents' association?	
Has the Board ensured that the policy has been made available to school staff (including new staff)?	
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?	
Has the Board ensured that the policy has been adequately communicated to all pupils?	
Has the policy documented the prevention and education strategies that the school applies?	
Have all of the prevention and education strategies been implemented?	
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	
Has the Board received and minuted the periodic summary reports of the Principal?	
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?	
Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	

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?	
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?	
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	
Has the Board put in place an action plan to address any areas for improvement?	

Signed _____ Chairperson, Board of Management

Date _____

Signed _____ Principal

Date _____

Appendix 5

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 _____ [date].
- 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 _____ Chairperson, Board of Management

Signed _____

Date _____ Principal



DEFINITION OF BULLYING

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.

Isolated incidents of unwanted negative behaviour, which should not be condoned, cannot be described as bullying.

DEFINITION OF CYBER-BULLYING

Cyber-bullying is the use of ICT to negatively target another person or persons.

This can be an isolated incident, which when viewed repeatedly, becomes bullying.

Our Staff Action Plan to promote a Positive School Culture and Climate

Tasks : What steps do we need to take ?	Who will do it?	By when?	Complete Ongoing Deferred
As a staff we will model respectful behaviour to all members of the school community at all times	All Staff		Ongoing
We will explicitly teach pupils at all class levels what respectful language and behaviour looks like, sounds like and feels like in class and around the school	All Staff		On going
We will engage in CPD events in relation to Anti Bullying and also set aside planning time as a staff for this area	All Staff	April 2014	
We will agree key respect messages and display them in classrooms, and around the school. The pupils will be involved in the development of these messages and they will be linked into our Code of Behaviour.	Class teachers and SPHE post holder.		Ongoing
We will consistently tackle the use of discriminatory and derogatory language in the school - this includes homophobic and racist language that is belittling of pupils with a disability or Special Educational Need	All Staff		Ongoing



Revised Anti Bullying Code - Draft Format - School Community Consultation Process

3rd April 2014

Dear Parents / Guardians

The Minister of Education has requested that every school in the country revise their Anti Bullying Policy. With the complex demands being placed on our young people by our digital age - it is the responsibility of all adults to ensure we do what we can to keep our children safe from harm - this includes safe from all forms of Bullying behaviour.

Tasked by our Board of Management to do so - our Anti Bullying Committee have been revising our existing policy over the past number of months.

Attached you will find a Draft of our revised Anti Bullying Policy - we would like to refer to it as our Friendship and Inclusion Code! **(Note Appendices and Tables available on request)**

We are sending it to all our staff and parents for your information and comment.

This is your chance to get involved in the process.

We ask that you read the policy, then detach this sheet, write your comments/feedback on the end, sign it and return it to the school by Thursday 10th April 2014.

We look forward to your feedback.

Yours Sincerely

Ann Ryan

-----Cut along dotted line and return to school -----

I have received and read St Marks' JNS Friendship and Inclusion Policy (Anti Bullying Policy) and these are my comments:

Signed _____ Parents Guardians _____ Date _____

Child's name _____ Class _____ Room Number _____



FRIENDSHIP & INCLUSION POLICY (ANTI BULLYING POLICY)

April 2014