

Hedgestown National School

Jordanstown, Lusk, Co.Dublin

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Anti- Bullying Policy

This policy was formulated by Hedgestown National School and is guided by the relevant legislation in the Education Welfare Act 2000, the Code of Behaviour guidelines issued by TUSLA and the Anti-Bullying Procedures for Primary and Post Primary Schools 2013 to inform parents, staff and pupils of Hedgestown of our Anti-Bullying Policy.

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1.Mission Statement

Hedgestown N.S. cherishes all pupils equally. We aim, with the involvement and co-operation of the entire school community, to assist each child to reach his/her full potential as an individual.

2.Rationale

In accordance with the requirements of the Education Welfare Act 2000 and the code of behaviour guidelines issued by TUSLA, the Board of Management of Hedgestown N.S., Lusk, Co. Dublin has adopted the following anti-bullying policy within the framework of the school's overall code of behaviour. This policy fully complies with the requirements of the *Anti-Bullying Procedures for Primary and Post Primary Schools* which were published in September, 2013.

The 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.

3.Aims of the Anti-Bullying Policy

The key aims of this policy are to enhance:

- A positive school culture;
- Effective leadership;
- A school-wide approach;

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- A shared understanding of what bullying is and its impact Implementation of education and prevention strategies (including awareness raising measures;
- Consistent investigation, follow up and recording, of bullying behaviour (including use of established intervention strategies);
- Programme of support for pupils;
- Effective supervision and monitoring of pupils;
- Supports for staff;
- Prevention of harassment

4. A Positive School Culture

- The school acknowledges the right of each member of the school community to enjoy school in a secure environment. The school promotes positive habits of self-respect, self-discipline and responsibility among all its members.
- The school takes particular care of “at risk” pupils and uses its monitoring system to provide early intervention when/if necessary and responds to the needs, fears or anxieties of individual members in a sensitive manner.
- The school disapproves of any form of aggressive behaviour.
- 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 pupil’s needs.
- The school identifies aspects of the curriculum through which positive and lasting influences can be exerted towards forming pupil’s attitudes and values.
- The school recognises the right of parents to share in the task of equipping the pupil with a range of life skills.
- The school recognises the role of other community agencies in preventing and dealing with bullying.

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- The school promotes habits of mutual respect, courtesy and an awareness of the interdependence of people in group and community.
- The school acknowledges the uniqueness of each individual and his/her worth as a human being.
- The school promotes qualities of social responsibility, tolerance and understanding among all its members both in and out of school.
- Staff members share a collegiate responsibility, under the direction of the Principal/Deputy Principal to act in preventing bullying/aggressive behaviour by any member of the school.
- Our school anti-bullying policy also applies to school based activities outside of school, including the use of mobile phones.
- See Appendix 1 - Practical tips for building a positive school culture and climate

5. Effective Leadership

Effective leadership, supporting a school culture and climate that celebrates difference, is key to good practice. The Principal/Deputy Principal in particular has a key role in dealing with bullying behaviour in school because he/she is in a strong position to influence attitudes and set standards in dealing with such behaviour. The school should strive to engender an ethos under which bullying is unacceptable. Staff and pupils should be involved in developing and implementing a vision of the school where diversity is accepted and celebrated. The Principal/Deputy Principal and teachers have to act as good role-models and not misuse their authority. They should be fair, firm and consistent in their disciplinary measures.

6. A School-Wide Approach

A school-wide approach (involving school management, staff, parents and pupils) to dealing with the problem of bullying behaviour is a key element of effective practice. In addition to the role of management and staff, parents and pupils have a role and responsibility in helping the school to prevent and address school-based bullying behaviour that occurs elsewhere. Parents should recognise that a school that openly discusses bullying is acting positively and that they need to work with the school to ensure that there is a coherent, school-wide approach to tackling the issue. Bullying behaviour thrives in an atmosphere of uncertainty and secrecy. A high degree of school-wide vigilance and openness is important in ensuring that bullying behaviour can be adequately tackled. Members of the wider community who come in daily contact with school pupils should be encouraged to play a positive role in assisting the school to counter bullying behaviour. In certain cases, however, it may be necessary for the school to seek the assistance of other local persons and formal agencies such as NEPS, HSE, social workers, Gardai etc.

7. A Shared Understanding of What Bullying is and Its Impact

In accordance with the *Anti-Bullying Procedures for Primary and post Primary Schools* bullying is defined as follows:

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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:

- Physical aggression: this 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 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.
- 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 bicycle. Items may be defaced, broken, stolen or hidden.
- Extortion: demands for money may be made, often accompanied by threats in the event of the victim not promptly “paying up”. Victim’s lunches or lunch money

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may be taken. Victims may also be forced into the theft of property for delivery to the bully. This tactic may be used to incriminate the victim.

- Name calling: persistent name calling directed at the same individual or individuals, which hurts, insults or humiliates should be regarded as a form of bullying. Academic ability can also provoke name calling.
- Slagging: this behaviour usually refers to good-natured banter which goes on as part of the normal social interchange between people. However, when this slagging extends to very personal remarks aimed again and again at the one individual about appearance, clothing and personal hygiene or involves references of an uncomplimentary nature to members of one's family, then it assumes a form of bullying.
- Abusive telephone calls: abusive, anonymous telephone calls are a form of verbal intimidation or bullying.
- Cyber-bullying: cyber-bullying is the use of ICT to abuse another person. It can take place anywhere and can involve many people. It can include threats, intimidation, harassment, cyber-stalking, defamation, exclusion, peer rejection, impersonation, unauthorised publication of private information or images, text messages, picture/video-clips via mobile phone cameras, mobile phone calls, emails, chat room bullying, instant messaging (IM), bullying via websites.
- Homophobic bullying: remarks couched in sexual innuendo can be a form of bullying. Suggestive remarks about a pupil's sexual orientation may also be regarded as bullying.
- Racist bullying: racist name calling can be particularly harmful and damaging for a child and those who are being bullied in this way may feel that not only are they being attacked but also their family and community.
- Bullying of school personnel: bullying of school personnel by means of physical assault, damage to property, verbal abuse, threats.
- Teacher behaviour: a teacher may unwittingly or otherwise, engage in, instigate or reinforce bullying behaviour by using sarcasm or other insulting or demeaning

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form of language when addressing pupils, humiliate directly or indirectly a pupil who is particularly weak or outstanding or vulnerable in other ways or use any gesture or expression of a threatening or intimidatory nature.

- Isolated or once-off incidents of intentional negative bullying 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. The class teacher will not investigate allegations of bullying where the parties concerned have acted illegally in the first instance by providing a false date of birth for the purpose of registering on a social media network. In such cases, allegations of bullying should be referred by parents/guardians for investigation to An Garda Síochána.

Indicators of Bullying Behaviour

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

Anxiety about travelling to and from school e.g. requesting parents to drive or collect him/her, changing travel routes, avoiding regular times for travelling to and from school.

Unwillingness to go to school, refusal to attend, truancy.

Deterioration in educational performance, loss of concentration and loss of enthusiasm and interest in school.

Pattern of physical illnesses e.g. headaches, stomach aches.

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Unexplained changes either in mood or behaviour, which may be particularly noticeable before returning to school after weekends or more especially after longer school holidays.

Visible signs of anxiety or distress e.g. stammering, withdrawing, nightmares, difficulty in sleeping, crying, not eating, vomiting, bedwetting.

Spontaneous out-of-character comments about either pupils or teachers.

Possessions missing or damaged.

Increased requests for money or stealing money.

Unexplained bruising or cuts or damaged clothing, and

Reluctance and/or refusal to say what is troubling him/her.

Characteristics associated with Bullying

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

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

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

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

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

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

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

- Fear of reprisals

- Concerns about being perceived as a "tell-tale" for reporting bullying.

- Concerns about "getting into trouble" with the principal or teacher for reporting bullying.

- Not having evidence to back up a bullying allegation.

- No knowing how the matter will be dealt with by the school; and

- Not feeling fully confident of being believed.

While bullying can happen to any pupil, it is known that some may be more vulnerable to or at risk of experiencing bullying. Such vulnerable groups include pupils with

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disabilities or special educational needs, those from ethnic minority and migrant groups, pupils from the Traveller community, lesbian, gay, bisexual or transgender (LGBT) pupils and those perceived to be LGBT and pupils of minority religious faiths.

There can be an increased vulnerability to bullying amongst pupils with special educational needs and particularly those who do not understand social cues and/or have difficulty communicating. Some pupils with complex needs may lack understanding of social situations and therefore trust everyone implicitly.

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

If the bullying takes place within school hours the class teacher/teachers investigates and deals with the bullying problem.

If bullying takes place on the yard the teacher on yard duty at that particular time will assist the class teacher in investigating the bullying.

If bullying takes place outside of school hours but impacts on life in school, then the Principal/Deputy Principal with the cooperation of the class teacher deals with the problem.

8. Implementation of 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 to build empathy, respect and resilience in all pupils.

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- Through curricular and extracurricular activities, pupils should be provided with opportunities to develop their sense of self-worth and self-esteem and that of others, particularly those who may have special educational needs or those who they perceive as different in any way. There is space within 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. Teachers can influence attitudes to bullying behaviour in a positive manner through a range of programmes which are taught as part of SPHE. These include the Stay Safe Programme, R.S.E. Programme, Walk Tall Programme, Weaving Well-Being Programme, Webwise, My Selfie and the Wider World, All Together Now, Anti-Bullying resource material from the PDST and various websites
- Consistent supervision and monitoring measures prevent and deal with bullying behaviour. These systems can facilitate early intervention. The identification of “hot-spots” and “hot-times” can be beneficial in preventing and dealing with bullying. These times could include times when classes line up in the yard and play time. These times are supervised by teaching staff on morning duty and at break times on yard duty.
- Circle time.
- Sporting activities can provide excellent opportunities for channelling and learning how to control aggression.
- Friendship/Well-Being Week and Friendship/Well Being assemblies will take place annually. An anti-bullying assembly will take place annually.
- Worry boxes in classroom
- Use a special friendship notice board (Junior Infants-1st) and an anti-bullying notice board (2nd-6th) where classes take it in turn to highlight awareness of bullying through

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posters. This will keep the awareness alive through the year. As the notice boards change, teachers will take their classes to view them.

- Teachers remind pupils regularly that they can talk to them if they have concerns about bullying.
- Establish a culture where speaking up is encouraged and seen as a positive thing to do rather than as “telling” or “ratting”.
- Effective classroom discipline.
- Staff establish supportive, respectful relationships with students.
- Correct the use of discriminatory and derogatory language if it arises – this includes homophobic and racist language and language that is belittling of children with a disability or SEN.
- It is important that there is an awareness of bullying in the school community so that members are more alert to it and its harmful effects.
- Bullying to be discussed as an item on staff meeting agendas.
- Parents check in regularly with their children about their school life.
- Pupils and parents will be urged to report all incidents of cyber-bullying which may impact on our pupils in the school.
- Staff, pupils, parents and Board of Management are to be made aware of issues surrounding cyber-bullying.
- Staff will learn about current technologies.
- Children’s mobile phones may not be used or seen in school or on school based activities. If a child is found to be using his/her phone it has to be handed to the Principal.

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- Pupils will learn about cyber-bullying through SPHE and other curricular activities.
- External speakers
- Questionnaires will be distributed to classes 2nd to 6th and results analysed

Advice for Pupils

<p>When you are being bullied:</p> <ul style="list-style-type: none">● Tell yourself that bullying is wrong. You do not deserve to be bullied.● If you can, be firm and clear - look them in the eye and tell them to stop● Try not to fight back● Get away from the situation and tell an adult as quickly as possible● If you can, try not to be on your own in places where bullying happens	<p>After you have been bullied:</p> <ul style="list-style-type: none">● Don't blame yourself for what has happened● Tell a teacher or another adult in your school● Tell your family● If you are scared to tell a teacher or an adult on your own, ask a friend to go with you● Keep on speaking up until someone listens● If the bullying has happened by text message or on the Internet do not delete the message without copying it or taking a screenshot/photo of it.
<p>When you are telling an adult about being bullied be clear about:</p> <ul style="list-style-type: none">● What has happened to you● How often it has happened● Who was involved● Who saw what was happening● Where it happened● What you have done about it already● How it started in the first place	<p>What pupils who witness bullying can do:</p> <ul style="list-style-type: none">● Tell a teacher or staff member what is happening● Do not allow someone to be deliberately left out of a group● Do not smile or laugh in a mean way when someone is being bullied● Encourage people who are bullied to join in with group games etc.● If you can, tell the bully to stop what they are doing

Advice for Online Bullying

Don't give out your personal details online – if you are in a chat room, watch what you say about where you live, the school you go to, your email address etc.

Keep and save any bullying emails, text messages or images. Then you can show them to a parent or teacher as evidence.

Don't reply to abusive or worrying text or video messages. Don't delete messages from cyber bullies. You don't have to read them, but you should keep them as evidence.

Be responsible online by respecting other people. Be nice –treat others the way you would like to be treated.

Advice for Parents

Be aware of the school's policy on bullying. Remember we are a telling school.

Maintain good communication with your child, provide opportunities for one-to-one chats.

Support any bullying awareness campaigns/speakers 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

Make sure you know at least as much, and preferably more, than your child about the range of features on mobile phones and all forms of online

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communication. Speak to your child about being responsible online and assure them you will always be there to help if they have any issues online.

9. Consistent Investigation, Follow-up and Recording of Bullying Behaviour:

In Hedgestown N.S. a number of staff might be involved in an investigation of bullying. If the incident is taking place within the class group the class teacher is the first person involved in dealing with the incident. If behaviours are witnessed by other staff or parents these should be reported to the class teacher. Where a serious incident has occurred or the bullying continues over time the School Principal/Deputy Principal is also involved. If a class teacher becomes aware (either through pupil or parent report) or suspects that bullying has or is happening, the stages below are the agreed procedure within the school. While the stages are seen as being followed in a particular order, it may be necessary to move quickly to later stages when dealing with more serious cases (based on the type of behaviour or multiple incidents). Also, if a pupil is deemed to be at risk of harm at any stage the staff should consult and be guided by the school's child protection policy and guidelines as outlined in Children First and the Child Guidance Act. At all times staff work to support the pupils who are affected by bullying.

- When analysing incidents of bullying behaviour 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 conflict in a non-aggressive manner. (Appendix 2)
- If a group is involved, each member should be interviewed individually and then they should meet as a group. Each member should be asked for his/her account of what happened to ensure that everyone is clear about what everyone else has said.

Consequences

Depending on the gravity of the bullying problem, the following may be imposed. More serious cases may warrant more severe consequences.

- Time out on the relevant yard.
- Supervised detention at break times
- Separation from peers within and outside of class
- Implement behaviour management programmes in cases where bullying persists.
- School privileges may be withdrawn
- Temporary suspension
- Expulsion as a last resort, when all interventions and all possibilities for changing bullying behaviour have been exhausted.
- Referral of serious instances of bullying or potentially abusive behaviour to TUSLA and/or Gardaí as appropriate.
- Follow-up meetings with the relevant parties involved should be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable. This can have a therapeutic effect.

Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent 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.

Procedures for Recording Bullying Behaviour

Stage 1:

- The first step in the process allows the teacher to gather information about the incident. This might involve speaking with the pupil or pupils who have experienced the behaviours (without labelling them as victims of bullying), gathering information on who is involved (without labelling them as bullies), and recording any posts on the Internet, social media or mobile phones.
- Personal notes are kept by the class teacher at this stage of any allegations of bullying and the class teacher monitors the situation.
- The main task is to determine if the incident(s) constitutes bullying as described in this policy.

Stage 2:

If the incident has been confirmed as bullying.

- From this point teachers are asked to keep a record of the incident (Appendix 3) and any strategies used to resolve the problem. Records should be clear, honest and accurate accounts of all relevant matters, in chronological sequence, including details of offending behaviour meetings/discussions with children and/or attempted resolutions/interventions. Yard duty record books may be used as proof of evidence. Children involved may be asked to write an account of what happened. A record will also be kept of this by the class teacher.
- If the incident involves the Internet or social media any relevant information or posts (text or photos) must be removed.
- The issue is formally reported to the Principal/Deputy Principal. All records of the incident to date will be handed to the Principal/Deputy Principal.

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- Parents of the pupils involved are informed by a phone call, by the class teacher, that there has been an incident and the steps that are being taken to resolve the problem within the class.

Stage 3:

- If the bullying continues the Principal/Deputy Principal and class teacher will meet with the parents separately to discuss the issue and possible solutions. The minutes of any meetings are kept and the decisions taken are recorded.
- The Principal/Deputy Principal will continue to keep a formal record of steps/interventions taken.
- Intervention from SET may be put in place at this stage if deemed necessary for the victim/bully. It will be monitored and developments reported to parents on an ongoing basis.

Stage 4:

Principal/Deputy Principal communicates with parents with a view to implementing more serious sanctions which may include suspension /expulsion.

10. 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 (the victim, the bully, witnesses/bystanders) to participate in activities designed to raise self-esteem, to develop friendships and social skills and to build resilience e.g.

- Emphasis on a positive school culture

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- In class work as in curriculum area, circle time.
- Encourage children to speak up.
- Effective supervision and monitoring of pupils especially those affected by bullying.
- Constantly revisit the education and prevention strategies as in No. 5.
- If parents require counselling for their child the school will liaise with parents about the appropriate agencies available to them. This may be for the pupil affected by bullying or involved in the bullying behaviour.
- Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.

11. Support for Staff

The Board of Management must ensure that members of school staff have sufficient familiarity with the school's anti-bullying policy to enable them to effectively apply the policy when required. The Board of Management must also make appropriate arrangements to ensure that temporary and substitute staff has sufficient awareness of the school's Code of Behaviour and its Anti-Bullying policy.

12. Prevention of Harassment

The Board of Management confirms that the school will, in accordance with its obligations under equality legislation, take all steps that are reasonably practicable to prevent the sexual 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.

13. Success Criteria

The effectiveness of the school's anti-bullying policy should be subject to continuous review in the light of incidents of bullying behaviour encountered. If necessary, surveys could be carried out among pupils, staff and parents to evaluate the effectiveness of the policy.

Appendix 3 (Template for recording and reporting bullying) will be a valuable and readily accessible source of data in relation to bullying in the school. A record of any analysis made must be retained and be made available to the Board of Management. The implementation and effectiveness of the anti-bullying policy will be included as an agenda item for staff meetings.

At least once a term the Principal must provide a report to the Board of management setting out the number of cases reported and confirm that all cases have been or are being dealt with in accordance with school policy.

The Board of Management must undertake an annual review of the school's anti-bullying policy and its implementation by the school. A standardised checklist to be used in undertaking the review is included in Appendix 4. The school will put in place an action plan to address any areas identified for improvement identified by the review.

14. Review and Ratification

This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website and provided to the Parents' Association. The updated policy will be communicated to parents via Aladdin. Hard copies of the policy will be available to parents from the office on request.

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This policy was adopted by the Board of Management on the 20th February 2023 and will be reviewed annually.

Signed and dated:

Liam Fitzgerald	Damien O'Donoghue
Chairperson of Board of Management	Principal
Date: 20/02/2023	Date: 20/02/2023

Liam Fitzgerald
Chair person

Appendices

- Appendix 1** Practical tips for building a positive school culture and climate

- Appendix 2** Prompts for analysing incidents of bullying behaviour

- Appendix 3** Template for recording and reporting bullying

- Appendix 4** Template for Annual Review of the Anti-Bullying Policy

Appendix 1: 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.

- A.** Model respectful behaviour to all members of the school community at all times.
- B.** Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.
- C.** Display key respect messages in classrooms, in assembly areas and around the school. Involve pupils in the development of these messages.
- D.** Catch them being good - notice and acknowledge desired respectful behaviour by providing positive attention.
- E.** 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.
- F.** Give constructive feedback to pupils when respectful behaviour and respectful language are absent.
- G.** Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.
- H.** Explicitly teach pupils about the appropriate use of social media.
- I.** Positively encourage pupils to comply with the school rules on mobile phone and internet use.
- J.** Follow up and follow through with pupils who ignore the rules.
- K.** Actively involve parents and/or the Parents' Association in awareness raising campaigns around social media.
- L.** Actively promote the right of every member of the school community to be safe and secure in school.
- M.** Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas.
- N.** All staff can actively watch out for signs of bullying behaviour.
- O.** Ensure there is adequate playground/school yard/outdoor supervision.

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- P.** School staff can get pupils to help them to identify bullying “hot spots” and “hot times” for bullying in the school.
- a. Hot spots tend to be in the playground/school yard/outdoor areas, changing rooms, corridors and other areas of unstructured supervision.
 - b. Hot times again tend to be times where there is less structured supervision such as when pupils are in the playground/school yard or moving classrooms.
- Q.** Support the establishment and work of student councils.

Appendix 2

Prompts for analysing incidents of bullying behaviour

1. Who is being bullied?
2. Who is alleged to be engaged in the bullying behaviour?
3. What has happened?
4. Where is this behaviour occurring?
5. Who told you about the above?
6. Type of Behaviour?
7. Brief description of behaviour and its impact
8. Details of Action taken:

Appendix 3 Template for recording and reporting bullying

1. Name of pupil being bullied and class group

Name _____ Class _____

2. Name(s) and class(es) of pupil(s) engaged in bullying behaviour

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

Pupil concerned	
Other Pupil	
Parent	
Teacher	
Other	

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

Playground	
Classroom	
Corridor	
Toilets	
School Bus	
Other	

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

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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	Racist	Member of Travelling Community	Other (specify)

8. Brief Description of bullying behaviour and its impact

9. Details of actions taken

Signed (relevant teacher): _____ **Date:** _____

Date submitted to Principal/Deputy Principal _____

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**Appendix 4 Template for Annual Review of the Anti-Bullying Policy
and 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
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 is sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day to day work?	Yes
Has the Board ensured that the policy has been adequately communicated to all pupils?	Yes
Has the policy documented the prevention and education strategies that the school applies?	Yes
Have all of the prevention and education strategies been implemented?	Yes
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	Yes
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	Yes
Has the Board received and minuted the periodic summary reports of the Principal?	Yes
Has the Board discussed how well the school is handling all reports of bullying including those addressed at an early stage and not therefore included in the Principal's periodic report to the Board?	Yes
Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	No
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	No
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	No
Has the data available from cases reported to the Principal (by the bullying recording template) been analysed to identify any issues, trends or patterns in bullying behaviour?	Yes
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	No
Has the Board put in place an action plan to address any areas for improvement?	No

Chairperson: 

Date 20/02/2023

Principal: *Damien O'Donoghue*

Date 20/02/2023

**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 on _____ [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 20/02/2023

Liam Fitzgerald
Chairperson, Board of
Management

Date 20/02/2023

Signed: Damien O'Donoghue

Damien O'Donoghue
Principal