

1. Anti-bullying Policy

Davidstown PS 2023/2024

All sections of this template must be completed

2. 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 Davidstown PS 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.

3. The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:
 - A positive school culture and climate which-
 - is welcoming of difference and diversity and is based on inclusivity;
 - encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
 - promotes respectful relationships across the school community;
 - Effective leadership;
 - A school-wide approach;
 - A shared understanding of what bullying is and its impact;
 - Implementation of education and prevention strategies (including awareness raising measures) that-
 - build empathy, respect and resilience in pupils; and
 - explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.
 - Effective supervision and monitoring of pupils;
 - Supports for staff;
 - Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
 - On-going evaluation of the effectiveness of the anti-bullying policy.

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

Bullying is unwanted negative behaviour, verbal, psychological or physical conducted, by an individual or group against another person (or persons) and which is repeated over time.

The following types of 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, 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 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.

Additional information on different types of bullying is set out in Section 2 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

4. The relevant teacher(s) for investigating and dealing with bullying is (are) as follows: (see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*)

Each class teacher

Each supervising teacher on yard

The Principal and/or Deputy Principal (when deemed necessary).

5. 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 (see Section 6.5 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

Displaying of class code in all classrooms, explicit lessons on these codes taught each September

Displaying of yard rules, explicit lessons on this code taught each September (all classes)

Stay Safe programme

SPHE

Walk Tall

Circle Time

Child Protection Policy.

Code of Behaviour Policy

Friends for Life

Visits from Gardaí (Cyber-bullying-Senior classes).

Friendship Week (all classes).

Cross curricular lessons on other cultures/religions and raising awareness and celebrating difference.

Posters on display around the school with positive behaviour messages

Maintaining a positive school culture that encourages respect, trust, care, consideration and support for others, and where children are empowered to deal with bullying in an appropriate manner with the support of their peers and the adults in their lives (Appendix 2).

“Shield My School” programme from ISPCC.

Maintain strong lines of communication with parents

Headstart Programme for parents and new junior infants

Responsibilities of Pupils:

To show consideration, respect and support towards others.

To be able to identify bullying behaviour.

To refrain from bullying others.

To tell if they are being bullied or if they see someone else being bullied.

To engage in responsible reporting when witnessing or experiencing bullying behaviour.

To feel empathy for targeted members of the school community and, as a result, take safe and sensible action as a bystander.

Responsibilities of Parents:

To support the school in the implementation of the policy.

To watch out for signs that their child may be being bullied.

To speak to the class teacher if their child is being bullied or they suspect that this is happening.

To instruct their children to tell if they are bullied or if they have seen other students being bullied.

To notify the school if they think that their child is displaying bullying behaviour and to work with the school in addressing this problem.

6. The school's procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows (see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*) :

Investigation Procedures

The school's procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows.

In-Class:

If an incident of misbehaviour occurs that is not considered to fall into the category of bullying then it will be dealt with by the class teacher following the school's Code of Behaviour.

Where an alleged case of bullying has taken place during class the teacher will use his/her professional judgement to investigate by speaking to the parties involved and when necessary look for witnesses. The investigation may involve individual conversations with each party and/or a group discussion in order to clarify exactly what happened. On occasion a teacher may ask the Principal or a colleague to sit in on these meetings to observe.

Where bullying took place the teacher will write up a report, including as many relevant facts as possible (Appendix 3). This report will be kept on file.

During Lunch and Break times:

School begins at 9.20am and finishes at 2.00pm for infants and 3.00pm for children from 1st – 6th class. It is the responsibility of parents to supervise their children outside of these times. Therefore, it is important to collect children promptly at the end of the school day and to unsupervised children who are in school before the school day begins.

Where alleged bullying takes place on the school grounds the supervising teacher will be the first person to try to establish the facts by following the procedures outlined above. It is the responsibility of the class teacher, in consultation with the supervising teacher to write up a report, if it is deemed necessary. Where the incident involves children from more than one class the class teachers will agree on which one writes the report and copies should be given to all teachers concerned. A yard book is kept for all incidents taking place in the school yard.

The actions taken will follow those described under "In-Class" above.

Outside the School:

The type of involvement by the school in incidents which take place outside of school will very much depend on the nature of the incident and any issues that arise out of it that may directly involve the school. This decision will be based on the professional judgement of the teacher(s) and/or principal. When deemed necessary, especially where there is a potential "Child Protection" issue the school reserves the right to contact the parents of a child who has been subjected to bullying behaviour outside of school. The teacher(s) and/or principal may contact a parent in relation to information they receive about an incident that may have a negative impact on a child. Where there is a potential "Child Protection" issue the school reserves the right to, or may be obliged to, contact TUSLA to make a Child Protection report.

Other Points to Note:

(i) The primary aim for the relevant teacher in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame)

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

(iii) All reports of bullying will be investigated and dealt with appropriately by the relevant teacher. In that way pupils will gain confidence in 'telling'. This confidence factor is of vital

importance. It should be made clear to all pupils that when they report incidents of bullying, they are not considered to be telling tales but are behaving responsibly

(iv) Non-teaching staff such as secretaries and special needs assistants (SNAs) will be required to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher

(v) Parents and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible

(vi) It is very important that all involved understand the above approach from the outset

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

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

7. The school's programme of support for working with pupils affected by bullying is as follows (see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*) :

Positive communications between school and home.

Using "Circle Time", SPHE lessons where appropriate.

Using conflict resolution strategies as recommended by NEPS

Friends for Life Programme

Nurture Time as appropriate

Accessing outside professional advice when appropriate and available.

Using mentoring and peer-support when appropriate, both in class and at break-times.

Strong communication between all staff members.

CPD facilitated by outside agencies, when available.

Anti-Bullying workshops on occasion, when available.

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 community.

10. This policy was adopted by the Board of Management on 10-10-23.

11. 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. 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, is otherwise readily accessible to parents and pupils on request and 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: _____
(Chairperson of Board of Management)

Signed: _____
(Principal)

Date: _____

Date: _____