**St. Joseph’s Convent National School Anti-Bullying Policy**

 ***reviewed \_\_February 13th 2024***

**Introduction:** In accordance with Circular 0045/2013, this policy on Anti- Bullying has been formulated and approved by the Board of Management. St. Joseph’s Convent National School community want to prevent and tackle bullying behaviour. We encourage everyone to become familiar with the policy.

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**1. Full Compliance**: 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. Joseph’s Convent National School, Charleville has adopted the following Anti-Bullying policy within the framework of the school’s overall Code of Behaviour. This policy fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools which were published in September 2013.

**2. Key Principles of Best Practice**: 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
* Effective supervision and monitoring of pupils;
* Supports for staff;
* Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
* On-going evaluation of the effectiveness of the Anti-Bullying policy.

**3.** **Definition of Bullying**: In accordance with the Anti-Bullying Procedures for Primary and

Post-Primary Schools bullying is defined as follows:

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

The following types of bullying behaviour are included in the definition of bullying:

* deliberate exclusion, malicious gossip and other forms of relational bullying,
* cyber-bullying and
* Identity-based bullying such as homophobic bullying, racist bullying and bullying of those with disabilities or special educational needs.

Isolated or once-off incidents of intentional negative behaviour, 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.** **Who is Responsible for What ?** The relevant teachers for investigating and dealing with bullying are as follows:

* Class Teacher: deals with the initial allegation/suspicion of bullying behaviour. Principal: where bullying behaviour is suspected by the class teacher the principal should be informed.
* All staff are responsible for formulating the Behaviour Support System (Code of Behaviour, Anti-Bullying Policy, Supervision Rota).

 See Section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary Schools.

**5**. **Strategies for Education & Prevention**: The education and prevention strategies, including strategies specifically aimed at cyber- bullying and identity-based bullying that will be used by the school are as follows:

* **General:**
	+ An awareness on the part of staff of the extremely serious nature of bullying and the severe consequences that may result in situations where it is not addressed.
	+ A recognition by staff of the fact that any student can be the victim of, or perpetrator of bullying behaviour.
	+ Regular reminder in class of our school ethos where pupils and staff reflect on the importance of a positive school climate, where each individual is respected and where the development and preservation of self-esteem is valued.
	+ Preventative strategies include staff vigilance and a comprehensive SPHE plan in every class.
	+ A school approach to discipline which reflects the fact that pupils model their behaviour on adults and which therefore employs techniques such as positive motivation and recognition as opposed to methods based on threat and fear.
	+ Raising the awareness of bullying as a form of unacceptable behaviour through curricular initiative in areas such as novel exploration, drama, co-operation and the control of aggression.
	+ The school Anti-Bullying Charter is displayed in all classrooms and opportunities to focus on the theme for an awareness week are taken in November each year.
	+ Comprehensive supervision and monitoring measures are in place through which all areas of school activity are kept under observation. This includes separate junior infants, senior infants and first class yard areas for supervised play times.

**Cyber Bullying**

Cyber bullying includes (but is not limited to) communicating via electronic means with the objective of causing hurt, fear, embarrassment, humiliation, alarm and/or distress to one or more persons. Cyber bullying includes the use of mobile phones and the internet with the objective of upsetting someone. It may take the form of general insults or impersonation, defamation or prejudice-based bullying.

Unlike other forms of bullying a once-off posting can constitute bullying.

While this policy addresses issues related to cyber bullying of students (i.e. situations in which one or more students are the victim[s] of bullying), the policy also applies to teaching and other school staff.

**Key Measures re Cyber Bullying**

* Staff will endeavour to identify signs of cyber bullying and to keep informed about the technologies that children commonly use.
* Advice will be communicated to help students protect themselves from being involved in bullying (as perpetrator or as victim) and to advise them on reporting any incidents.
* Gardaí visit the school regularly and will talk about cyber bullying from time to time.
* Students and staff are expected to comply with the school’s policy on the use of computers in the School. (Acceptable Use Policy)
* Parents will be provided with information and advice on cyber bullying.
* Parents and students are advised that it is illegal for a child under 13 to register with and use many social media networks, including Facebook, Instagram, and SnapChat.
* St. Joseph’s Convent National School’s internet is filtered by PDST which endeavours to block access to inappropriate web sites, apps etc.

**Identity Based Bullying**

Identity Based Bullying includes (but is not limited to) homophobic and transphobic bullying, racist bullying and bullying of those with disabilities or special educational needs.

**Key Measures re Identity Bullying**

“Our aim is to build a warm, caring, respectful and compassionate school atmosphere where each child feels accepted, trusted and valued” is central to our vision.

Many of the above issues are dealt with on an ongoing basis through our S.P.H.E. curriculum of which R.S.E. is a key component. Programmes such as Stay Safe and Walk Tall are followed in the school.

**6.** **Procedures for Bullying Behaviour**

 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:

 The School Recognises that:

* early intervention is crucial
* a calm, unemotional problem-solving approach should be adopted
* incidents are best investigated outside the classroom situation
* humiliation of victim or bully should be avoided at all costs
* interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned
* other pupils can sometimes provide useful information
* dealing effectively with conflict in a non-aggressive manner is setting an example for pupils
* parental input and co-operation is valuable
* Both victim and bully need help.

**Investigation of Bullying:**

* All interviews will take place outside the classroom situation with due regard to Child

Protection measures e.g. door to office/room will be left open.

* A written record of discussions will be kept (see Appendix 4 Incident record Sheet)
* And the pupil may be asked to give his own account, if this is appropriate.
* If more than two individuals are involved, pupils will be interviewed individually and then they will be met as a group, where each will be asked to give his account. Each individual will be helped to handle the possible pressures that often face them from other members after interview by teacher/Principal.
* If it is concluded that a pupil has engaged in bullying behaviour, it will be made clear to the child that they are in breach of the schools Code of Behaviour and Discipline.
* Efforts will be made to assist the pupil in seeing the situation from the victim's point of view.
* In cases where bullying behaviour has occurred, parents/guardians of the two parties involved will be contacted. They will be referred to this school policy. Action being taken and the reason for it will be explained to them and ways in which they can reinforce or support the school action will be explored.

**Follow Up:**

* Follow-up contact with the two parties may be organised to take place within one month of the investigation. The possible therapeutic effect of a bringing together of victim and bully at a future date will be considered if the victim is ready and agreeable to do so.
* Following any incident of bullying, the school recognises that issues relating to the prevention of bullying may need to be examined. This will involve exploration of suitable programmes with victims, bullies and their peers. Whole school focus or specific class lessons may need to be revised dealing with respect, self-esteem, aggression or the issue of bullying itself.
* If, during the course of the investigation, there are child protection concerns, the Children First 2011 guidelines become relevant as does the schools Child Protection policy.
* Information re any past Bullying issues will be passed on to new teacher at the start of each year.
* Where the school feels an individual needs specific support from outside agencies, a referral to NEPS will be considered.
* The effectiveness of this school policy will be assessed regularly with regard to the level and type of bullying behaviour that may be happening in the school. Amendments will be made to reflect any change in approach deemed necessary.

**Recording of Bullying Behaviour:**

* Where a bullying investigation has been carried out the class teacher will keep a written record of the incident. See Appendix 4.
* Where the principal has used the Bullying Incident Investigation Record Form (see Appendix 3), a copy will be kept in the office along with his/her own records of the investigation. See Section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary Schools

**7.** **Programme of Support for Pupils**

The school’s programme of support for working with pupils affected by bullying is as follows:

* The relevant teacher will endeavour to assure the child that they are the victim and that they did the right thing by telling.
* The teacher will monitor the situation in the period after the bullying incident/s and regularly check with the child/children to see how things are going.
* The Principal will follow up by checking in regularly on how the situation has developed.
* Information re any past Bullying issues will be passed on to new teacher at the start of each year.

See Section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary Schools.

**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.** **Adoption Date of Policy:**

This policy was adopted by the Board of Management in May 2018.

***Reviewed \_\_\_ Feb 13th 2024***

**11. Availability of Policy**:

This policy has been made available to school personnel, and a hard copy is readily accessible to parents and pupils on request. A copy of this policy will be made available to the Department and the patron if requested.

**12.** **Review of Policy:**

This policy and its implementation will be reviewed by the Board of Management once in every school year. A record of the review and its outcome will be made available, if requested, to the patron and the Department. The Principal is required to report to the BOM once a term as to the number, if any, of reports that have been compiled and whether the matter has been resolved in accordance with this Policy.

**13. List of Appendices:**

 Appendix 1: St. Joseph’s Convent National School Anti-Bullying Charter

 Appendix 2: Practical Tips for Building a Positive School Culture & Climate

 Appendix 3: Bullying Incident Investigation Form

 Appendix 4: Incident Record Sheet

Appendix 5: Checklist for Annual Review of the Anti–Bullying Policy & its Implementation Appendix 6: GUIDELINES FOR PUPILS -WHAT CAN YOU DO IF YOU ARE BEING BULLIED?

Appendix 7: POSSIBLE SIGNS AND SYMPTOMS OF BULLYING (for parents)

Appendix 8: Anti-Bullying: Staff questionnaire

Appendix 9: Anti-Bullying: Parents questionnaire

Appendix 10: Anti-Bullying: Pupils questionnaire

Appendix 11: Findings from school community survey taken during 2021/22 school year.

This policy was reviewed on \_\_\_January 2023.

As part of this review questionnaires were distributed to all pupils, parents and staff.

See attached findings in appendix 11.

Signed: Brian Fitzgerald (Principal)

Date:13/2/2024

Signed: Denis Waters (Chairperson of Board of Management)

 Date: 13/2/2024

Date of next review: January 2025

**Appendix 1**

**St. Joseph’s Convent National School Anti-Bullying Charter**

* Every pupil has the right to be free from bullying during his time in St.Joseph’s
* Our school will not tolerate any unkind actions or remarks, even if these were not meant to hurt.
* **Any series of unkind actions or comments will be called bullying.**
* Bullying can be physical, verbal or psychological.

**Pupils**

Remember your CODE-

* Kind hands, kind feet, kind words
* Be a friend
* Tell about bullying
* Remember your Stay Safe code: Say no, get away and tell someone

**Parents**

* Be alert to signs of bullying -of or by your child.
* Look for support
* Do not encourage your child to “give as good as you get”

**Teachers**

* We, the teachers, consider bullying to be a serious matter.
* We are a telling school.
* We recognise that the victim and bully need help

**Procedures for dealing with bullying behaviour**

1. Where bullying behaviour is suspected by the class teacher, the matter should be referred to the principal. An “Anti-Bullying Investigation Procedure” form may be filled out as a result.
2. If a child receives two bullying investigation forms, the principal will phone his parents to discuss the situation.
3. If a child receives a third form, parents will receive a letter documenting the child's history of bullying.
4. If a child receives a fourth form parents will be called to a formal meeting with the principal and other staff members concerned.
5. If a child receives a fifth form, parents will be called to meet with the principal and the chairperson of the Board of Management (or a representative nominated by the chairperson.) Suspension may be imposed.

**N.B.** If the bullying behaviour is regarded as gross or serious, it may be deemed necessary by the principal to skip some of the above stages.

**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.
* Follow up and follow through with pupils who ignore the rules.
* Actively involve parents and/or the 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/schoolyard/outdoor supervision.

**Appendix 3**

**Bullying Incident Investigation Form**

**‘Bullying is unwanted negative behaviour, verbal, psychological or physical, conducted by an individual or a group against another person (or persons) and which is repeated over time.** Bullying in any form will not be tolerated in St. St.Joseph’s. It is our school policy to take any matter of alleged bullying very seriously.

Please supply any details which you think may assist our investigation.

**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(tick relevant box(es))\* |  | **4. Location** of Incidents(tick relevant box(es))\* |
| Pupil concerned |  |  | Yard |  |
| Other pupil |  |  | Classroom |  |
| Parent/Guardian |  |  | Toilets  |  |
| Teacher |  |  | On way to/from school |  |
| SNA |  |  | Other (please specify) |  |
| Other (please specify) |  |  |

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

1. **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/SENrelated | Racist | Membership ofTraveller 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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Appendix 4**

**Incident Record Sheet**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date**  | **Pupils Involved** | **Incident** | **Action taken** |
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**Appendix 5**

**Checklist for Annual Review of the Anti-Bullying Policy and its Implementation**

The Board of Management (the Board) must undertake an annual review of the school’s anti-bullying policy and its implementation. The following checklist must be used for this purpose. The checklist is an aid to conducting this review and is not intended as an exhaustive list. In order to complete the checklist, an examination and review involving both quantitative and qualitative analysis, as appropriate across the various elements of the implementation of the school’s anti-bullying policy will be required.

|  |  |
| --- | --- |
|  | Yes /No |
| Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the 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 casebeen initiated or completed? |  |
| 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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Chairperson, Board of Management

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Principal

**Appendix 5.1**

**Checklist for Annual Review of the Anti-Bullying Policy and its Implementation**

**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

**Appendix 6**

**GUIDELINES FOR PUPILS**

**WHAT CAN YOU DO IF YOU ARE BEING BULLIED?**

Wherever you are in school, you have the right to feel safe. Nobody has the right to make you feel unhappy. If someone is bullying you, it is important to remember that it is not your fault and there are people who can help you. Here are a few things you might be able to do, however it is not always possible. The most important thing is to follow the Stay Safe Rules: Say no, Get Away, Tell

Try not to let the bully know that he/she is making you feel upset.

Try to ignore them.

Be assertive - stand up to them, look at them directly in the eye, tell them to stop and mean it.

Stay in a group, bullies usually pick on individuals.

Get away as quickly as you can.

Tell someone you can trust – it can be a teacher, a learning support assistant, a midday supervisor, a parent, a friend, another pupil, a brother, a sister or a relative.

Ask a friend to go with you when you tell someone.

Keep a record of what’s been happening and refer to it when you tell someone

Keep on speaking out until someone listens and helps you.

Don’t suffer in silence. Remember your silence is the bully’s greatest weapon.

Don’t blame yourself for what is happening.

**WHAT CAN YOU DO IF YOU SEE SOMEONE ELSE BEING BULLIED?**

Ignoring bullying is cowardly and unfair to the person being bullied. Staying silent means the bully has won and gives them more power. There are ways you can help without putting yourself in danger.

Don’t smile or laugh at the situation.

Don’t rush over and take the bully on yourself.

Don’t be made to join in.

If safe to do so, encourage the bully to stop bullying.

If you can, let the bully know you do not like his or her behaviour.

Shout for help.

Let the person being bullied know that you are going to get help.

Tell a member of staff as soon as you can.

Try and befriend the person being bullied.

Encourage the person to talk to someone and get help.

Ask someone you trust about what to do.

If you don’t feel you can talk to someone about it, write it down and pass it on.

**Appendix 7**

**POSSIBLE SIGNS AND SYMPTOMS OF BULLYING (for parents)**

A child may indicate by signs or behaviour that he/she is being bullied. Everyone should be aware of these possible signs:

Unwillingness to attend school/truancy

Anxiety about travelling to and from school/avoiding regular travelling times

Underachievement

Loss of concentration/enthusiasm/interest in school/changed behaviour

Repeated non-specific reasons for surgery visits – headache/stomach ache

Unexplained changes in mood especially before returning to School after holidays/weekends

Physical signs of anxiety – stammering/nightmares/sleep difficulty/loss of appetite / nausea/ withdrawal

Physical bruising/torn clothes

Loss of self-esteem/confidence/mood swings

Books torn or destroyed/missing possessions

Reluctance to say what is wrong

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

**Appendix 8**

**Anti-Bullying: Staff questionnaire**

*Please note: All questionnaires are returned anonymously and treated confidentially.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Strongly** **Agree** | **Agree** | **Disagree** | **Strongly** **Disagree** | **Don’t** **Know** |
| **1.** All members of staff are fully committed to creating an environment of care and trust within the school. |  |  |  |  |  |
| **2 .**There is adequate staffing of play areas at break/lunch times and when classes are changing over. |  |  |  |  |  |
| **3.** Bullying behaviour is being reduced. |  |  |  |  |  |
| 4. All staff are fair, firm, consistent and compassionate in their approach to keeping good order in the school. |  |  |  |  |  |
| **5.** All staff model non-aggressive behaviour. |  |  |  |  |  |
| **6.** Pupils feel able to express concerns about bullying to any member to staff, knowing that these will be received sympathetically and that appropriate action will be taken. |  |  |  |  |  |
| **7.** Pupils are aware of clear defined procedures for reporting and staff take action and record bullying behaviour. |  |  |  |  |  |
| **8.** The pupils are encouraged to value one another and to express their own views while appreciating the views of others. |  |  |  |  |  |
| **9.** The achievements of all pupils are recognised, valued and celebrated so that pupils’ self-esteem is enhanced. |  |  |  |  |  |
| **10.** Within each year group, pupils have the opportunities to learn to work together in a co-operative manner. |  |  |  |  |  |
| **11.** All members of staff are informed about and are able to detect signs of pupil distress in relation to bullying. |  |  |  |  |  |
| **12.** There is frequent and effective liaison with parents and incidents of bullying behaviour are addressed in partnership with parents.  |  |  |  |  |  |
| **13.** All members of the school community have been consulted in order to arrive at an agreed definition of bullying behaviour and an agreed whole school anti-bullying policy. |  |  |  |  |  |
| **14.** Teachers plan for the promotion of pupils self-esteem, recognising that all opportunities should be availed of. |  |  |  |  |  |
| **15.** Through group work pupils are helped to learn to respect and appreciate difference. |  |  |  |  |  |
| **16.** The curriculum provides opportunities to address the issue of bullying behaviour. |  |  |  |  |  |
| **17.** Pupils are encouraged to express their feelings in ways which are not aggressive. |  |  |  |  |  |
| **18.** Pupils are provided with opportunities to develop skills of assertiveness and self-protection. |  |  |  |  |  |
| **19.** Pupils are taught how to protect themselves from bullying both in and out of school. |  |  |  |  |  |
| **20.** Pupils are taught how to cope with bullying behaviour coming from social networking and mobile telephones. |  |  |  |  |  |

**Priorities for Improvement**

**1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Appendix 9**

**Anti-Bullying: Parents questionnaire**

**Please answer all questions with your child/children in mind**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Strongly** **Agree** | **Agree** | **Disagree** | **Strongly** **Disagree** | **Don’t** **Know** |
| **1.** The school is fully committed to creating an environment of care and trust for all pupils. |  |  |  |  |  |
| **2.** Teachers and supervisors help my child to feel safe in the playground. |  |  |  |  |  |
| **3.** I know that the school is working hard to reduce bullying. |  |  |  |  |  |
| 4. High standards of behaviour are expected and are evident in the school. |  |  |  |  |  |
| **5.** All staff are fair, firm, and compassionate in their approach to keeping good order in the school. |  |  |  |  |  |
| **6.** My child feels able to express their concerns about bullying to any member of staff, knowing that these will be received sympathetically and that appropriate action will be taken. |  |  |  |  |  |
| **7.** My child knows what to do if he/she witnesses, or is the victim of bullying. |  |  |  |  |  |
| **8.** Good relationships between teachers and pupils exist in and out of the classroom. |  |  |  |  |  |
| **9.** Through group work pupils are encouraged to value one another and to express their own views while appreciating the views of others. |  |  |  |  |  |
| **10.** The achievements of all pupils are recognised, valued and celebrated so that pupils’ self-esteem is enhanced. |  |  |  |  |  |
| **11.** If a child is involved in bullying there is effective liaison between the school and the parents. |  |  |  |  |  |
| **12.** I am confident about discussing any worries my child has about bullying with the appropriate teacher. |  |  |  |  |  |
| **13.** The school has consulted with parents in agreeing a definition of bullying behaviour and an anti-bullying policy. |  |  |  |  |  |
| **14.** I am aware of clearly defined procedures for reporting and recording bullying incidents in school. |  |  |  |  |  |
| **15.** Pupils learn to respect and appreciate differences. |  |  |  |  |  |
| **16.** Pupils are given opportunities to express their feelings in ways which are not aggressive. |  |  |  |  |  |
| **17.** Pupils are provided with opportunities to develop skills of assertiveness and self-protection |  |  |  |  |  |
| **18.** My child feels safe from bullying both in and out of school. |  |  |  |  |  |
| **19.** My child is taught how to cope with bullying behaviour coming from social media and mobile telephones. |  |  |  |  |  |

*Please note: All questionnaires are returned anonymously and treated confidentially.*

*Thank you for your co-operation.*

**Priorities for Improvement**

**1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

***Appendix 10***

**Anti-Bullying: Pupils questionnaire**

**(Junior Infants, Senior Infants and First Class)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **C:\Users\School4\AppData\Local\Microsoft\Windows\INetCache\IE\3WU4BVF5\smiley-emoji[1].png** | **C:\Users\School4\AppData\Local\Microsoft\Windows\INetCache\IE\NVZXWB9H\65023-thought-thinking-emoji-free-hq-image[1].png** |  |
| 1. I like school |  |  |  |
| 2. I like playtime |  |  |  |
| 3. I feel safe at school |  |  |  |
| 4. I feel safe at playtime |  |  |  |
| 5. I have friends at school |  |  |  |
| 6. I have fun at school |  |  |  |
| 7. My friends let me play at playtime |  |  |  |
| 8. My friends let me join in at playtime |  |  |  |
| 9. My friends let me join in at fun things and games in the classroom. |  |  |  |
| 10. If I feel left out I know who to tell |  |  |  |
| 11. If I have no one to play with, a teacher or sna will help me |  |  |  |
| 12. If someone has made me feel sad, a teacher or sna will listen. |  |  |  |
| 13. If someone has made me feel sad, a teacher or sna will help me |  |  |  |

**Three things I think would make Playtime(Anti-Bullying) better in my school**

**1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .**

**3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**



**Appendix 11**

**Findings from school community survey taken during 2021/22 school year.**

**Findings from Parents Questionnaires**

100% The school is fully committed to creating an environment of care and trust for all pupils.

99% Teachers and supervisors help my child to feel safe in the playground.

97% High standards of behaviour are expected and are evident in the school.

89% My child feels able to express their concerns about bullying to any member of staff, knowing that these will be received sympathetically and that appropriate action will be taken.

94%Through group work pupils are encouraged to value one another and to express their own views while appreciating the views of others.

94% I am confident about discussing any worries my child has about bullying with the appropriate teacher.

88% I am aware that the school's Anti-Bullying policy is accessible to parents on the school website.

**Priorities for improvement- parents’ views:**

-If teacher has some suspicion about bullying he/she should talk to parents ,because kids might not talk about it at home.

-inside the classroom keep all kinds of cultures mixed together, sitting apart from the same culture.

-Encourage kids to speak up every time something happens immediately. They usually tell days later if ever.

**Findings from Staff Questionnaires**

95% All members of staff are fully committed to creating an environment of care and trust within the school.

85% There is adequate staffing of play areas at break/lunch times and when classes are changing over.

95% All staff are fair, firm, consistent and compassionate in their approach to keeping good order in the school

95% All staff model non-aggressive behaviour.

95% All members of staff are informed about and are able to detect signs of pupil distress in relation to bullying.

100% Pupils are encouraged to express their feelings in ways which are not aggressive.

100% All members of the school community ( pupils, school staff & parents) have been included in a review of our school’s anti-bullying policy.

**Priorities for improvement- staff views:**

- Encourage children to look out for other children and to tell a teacher/sna if they notice another child being picked on.\*Prioritise lessons on "difference" and how differences make our school a more interesting place.

- encourage children to feel more comfortable to express their feelings or worries

- Awareness, understanding and respect in relation to cultural diversity

**Findings from Pupils Questionnaires**

99% I like school

95% I feel safe at school

91% My friends let me play at playtime

95%My friends let me join in at fun things and games in the classroom.

83% If I feel left out I know who to tell

97%If someone has made me feel sad, a teacher or sna will listen.

97%If someone has made me feel sad, a teacher or sna will help me

**Priorities for improvement- pupils’ views:**

-more time in the playground

- if someone is sad, let them play.

- be nice to everyone.

- more things to play with on yard.

**Actions taken:**

1. *Our school will participate in the Yellow Flag programme (2022/2023 school year) which supports schools to become more inclusive of all cultures and ethnicities, celebrate diversity and challenge racism and discrimination.*
2. *Supervision rota to be regularly reviewed and input sought from all staff.*
3. *Issues/concerns re bullying to be discussed at each staff meeting.*
4. *Use of pe equipment during yard time eg skipping ropes, hula hoops etc*
5. *Updated policy to be circulated to staff, parents & board members.*