



St. Peter's National School Drogheda



Principal:
Ms. Geraldine McKenna

School Anti- Bullying Policy 2021

Introduction

The St. Peter's National School community believes that each pupil has a right to an education free from fear and intimidation.

The school regards bullying as a serious infringement of individual rights and a serious threat to the self-esteem and self-confidence of targeted pupil(s). Therefore it does not tolerate bullying of any kind.

Every report of bullying is treated seriously and dealt with, having due regard for the well-being of the targeted pupil(s) and the perpetrator(s).

An 'Anti-Bullying Team', made up of staff members, exists to cultivate an environment free from bullying.

The immediate priority, should a bullying incident occur, is ending the bullying, (*thereby protecting the person(s) being targeted*) and resolving the issues and restoring the relationships involved insofar as is practicable using a "Reform, not Blame" approach.

All pupils are expected to contribute to the creation and maintenance of a safe environment in the school. On becoming aware of any bullying situation, in or outside the school, involving members of the school community they should notify a trusted responsible adult. Bullying behaviour is too serious not to report.

Pupils' participation in school life is encouraged through existing school structures. Awareness of bullying and willingness to take action to prevent or stop it, is part of this participation.

Anti-Bullying Policy

1. In accordance with the requirements of the *Education (Welfare) Act 2000* and the code of behaviour guidelines issued by the NEWB, the Board of Management of St. Peter's has adopted the following anti-bullying policy within the framework of the school's overall code of behaviour. This policy should be read in conjunction with our Code of Discipline and mobile phone and technology usage policy. 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. The Board of Management recognizes 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 nonthreatening 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 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.

This definition includes a wide range of behaviour, whether verbal or written, whether physical or social, whether targeting person or property, whether carried out directly or indirectly or through any electronic or other medium, which could harm a pupil or undermine her/his self-esteem or self-confidence.

Appendix 1 gives a list of specific examples of bullying behaviour. This list is not exhaustive.

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 "Class Teacher(s)" for investigating and dealing with bullying in this school is/are as follows:
- Ms. McKenna for Junior and Senior Infants,
 - Ms. Murphy for 1st and 2nd Class,
 - Mr. Donegan for 3rd and 4th Class,
 - Ms. Williams for 5th and 6th Class.
5. The education and prevention strategies (including strategies specifically aimed at cyberbullying and identity based bullying) used by the school are as follows:
- The anti-bullying module of the SPHE programme as it applies during each school year,
 - At least five awareness-raising exercises per school year for each class group (e.g. from the "Awareness-Raising" strand of the Anti-Bullying Campaign, via its website), pro-actively explaining the nature and variety, causes, consequences and unacceptability of bullying.
 - Pupils are helped to examine the issue of bullying in a calm rational way, outside of the tense context of particular bullying incidents. In the process they are made more aware of the nature of bullying and the various forms that it can take.

- Pupils are made aware that the consequences of bullying behaviour are always bad for those who are targeted, even if this is not always obvious at the time.
- Pupils are encouraged to recognise, reject and report bullying behaviour, either spontaneously or through questionnaires that are regularly used in the school.

Through presentations or other exercises, the school staff and parents/guardians are made aware of the nature of bullying and the signs that might indicate that a pupil is being bullied. They are encouraged to be vigilant in watching out for signs of bullying and to report any suspicion of bullying they may have to the class teacher (in the case of staff members) or any staff member (in the case of parents/guardians).

Through regular reports in school newsletters and other communications as well as at meetings with parent/guardian groups, parents/guardians are regularly informed of the activities of the school and encouraged to support its work in the area of anti-bullying.

- An annual anti-bullying week – Usually in the first term of each school year.

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, (e.g. the six step approach available from the "Dealing with Incidents" section of the Anti-Bullying Campaign website) are as follows:

- The Class Teacher investigates all instances of reported or suspected bullying behaviour, whether these take place within the school or outside it, with a view to establishing the facts and bringing any such behaviour to an end.
- The School, through the Class Teacher reserves the right to ask any pupil to write an account of what happened, as part of an investigation. This will be a standard procedure and does not necessarily imply that a pupil is guilty of misbehaviour.
- Pupils who are alleged to have been involved in bullying behaviour are interviewed by the class teacher to establish the nature and extent of the behaviour and any reasons for it. In the event that they have been involved in bullying behaviour they are asked to sign a binding promise that they will treat all pupils fairly, equally and respectfully including the targeted pupil(s).
- The Class Teacher does not apportion blame but rather treats bullying behaviour as a "mistake" that can and must be remedied. S/he emphasises that the intention is not to punish perpetrators but to talk to them, to explain how harmful and hurtful bullying is and to seek a promise that it will stop. If that promise is forthcoming and is honoured there will be no penalty and that will be the end of the matter. Pupils who report bullying therefore are not getting others "in trouble" so much as enabling them to get out of trouble into which they may ultimately get if the bullying continued.
- When an investigation is completed and/or a bullying situation is resolved the class teacher will complete a report, to include the findings of the investigation, the strategy adopted and the outcome of the intervention, as well as any other relevant information.
- If a pupil has signed such a promise but then chooses to break that promise and continue the bullying behaviour, this can then no longer be considered a "mistake." In this event parent(s)/guardian(s) will be informed and requested to countersign their daughter/son's promise. Breach of this additional promise by further bullying behaviour is regarded as a very grave matter and a serious sanction may be imposed by the school authorities (See sanctions below).
- All documentation regarding bullying incidents and their resolution is retained securely in the school.
- Sanctions:
Where a pupil has been found to be engaged in bullying behaviour, has formally promised to stop and has broken that promise, any of the following sanctions may be imposed:
 - S/he may be required to sign another promise, this time countersigned by a parent/guardian;

- Parent(s)/guardian(s) may be contacted and informed of the nature and extent of the bullying behaviour with a view to agreeing a strategy whereby a promise to end the bullying behaviour would be honoured;
- Parent(s)/guardian(s) may be invited to a meeting with the class teacher and the Principal and the pupil may be suspended from school.
- The case may be referred to the Board of Management and the pupil may be expelled from the school.

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

- Bullied pupils:
 - Ending the bullying behaviour,
 - Changing the school culture to foster more respect for bullied pupils and all pupils,
 - Changing the school culture to foster greater empathy towards and support for bullied pupils,
 - Indicating clearly that the bullying is not the fault of the targeted pupil through the awareness-raising programme,
 - Indicating clearly that the bullying is not the fault of the targeted pupil through the speedy identification of those responsible and speedy resolution of bullying situations,
 - After resolution, enabling bullied pupils to complete a victim-impact statement,
 - Making adequate counselling facilities available to pupils who need it in a timely manner,
 - Helping bullied pupils raise their self-esteem by encouraging them to become involved in activities that help develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school).
- Bullying pupils:
 - Making it clear that bullying pupils who reform are not blamed or punished and get a "clean sheet,"
 - Making it clear that bullying pupils who reform are doing the right and honourable thing and giving them praise for this,
 - Making adequate counselling facilities available to help those who need it learn other ways of meeting their needs besides violating the rights of others,
 - Helping those who need to raise their self-esteem by encouraging them to become involved in activities that develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school), - Using learning strategies throughout the school and the curriculum to help enhance pupils' feelings of self-worth,
 - In dealing with negative behaviour in general, encouraging teachers and parents to focus on, challenge and correct the behaviour while supporting the child,
 - In dealing with bullying behaviour seeking resolution and offering a fresh start with a "clean sheet" and no blame in return for keeping a promise to reform.

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. The Board of Management confirms that the school will, in accordance with its obligations under equality legislation, take all such steps as 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 in November 2021.

11. This policy has been made available to school personnel, published on the school website and provided to the Parent Teacher Association. A copy of this policy will be made available to the Department of Education and Skills and to 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 and provided to the Parent Teacher Association. A record of the review and its outcome will be made available to the Department of Education and Skills and to the patron if requested.

Anti-Bullying Policy ratified by the Board

Signed: _____ Signed: _____
(Chairperson of Board of Management) (Principal)

Date: 7th December 2021

Date: 7th December 2021

Annual Review: First Term of each school year Board Meeting



Resource Materials for Teachers in 3rd to 6th classes

www.antibullyingcampaign.ie

Teachers must register to access materials

Awareness Raising

-a series of anti-bullying awareness-raising classroom exercises for pupils to empower pupils to

- Recognise bullying,
- to Reject it and
- to Report it to teachers.



Dealing with Incidents

- a method of discovering if there is bullying taking place in the school and if so, a way of bringing it to an end that delivers a "win-win" outcome (and therefore no negative backlash) for anyone involved.



School Anti Bullying Pack contains

- Incident Report Form and record of action taken
- Class Survey and information sheet before survey is given (suitable for 2nd to 6th)
- Pupil Behaviour Promise
- Alleged Bullying Interview Sheet
- Bullying Behaviour Checklist

Appendix 1

Bullying can take a number of forms. These may include any of the following (this list is not exhaustive):

- **Repeated aggressive behaviour/attitude/body language, for example:**
Shouting and uncontrolled anger,
Personal insults,
Verbal abuse,
Offensive language directed at an individual,
Continually shouting or dismissing others,
Public verbal attacks/criticism,
Domineering behaviour,
Open aggression,
Offensive gestures and unwanted physical contact.
- **Intimidation, either physical, psychological or emotional, for example:**
Treating in a dictatorial manner,
Ridicule,
Persistent slagging,
Deliberate staring with the intent to discomfort.
Persistent rudeness in behaviour and attitude toward a particular individual.
Asking inappropriate questions/making inappropriate comments re: personal life/family.
Asking inappropriate questions/making inappropriate comments re: social life or schoolwork.
- **Interference with property, for example:**
Stealing/damaging books or equipment
Stealing/damaging clothing or other property
Demanding money with menaces
Persistently moving, hiding or interfering with property
Marking/defacing property
- **Undermining/Public or Private Humiliation, for example:**
Condescending tone,
Deliberately withholding significant information and resources,
Writing of anonymous notes,
Malicious, disparaging or demeaning comments,
Malicious tricks/derogatory jokes,
Knowingly spreading rumours,
Belittling others' efforts, their enthusiasm or their new ideas,
Derogatory or offensive nicknames (name-calling),
Using electronic or other media for any of the above (cyber bullying),
Disrespectfully mimicking a particular individual in his/her absence, deliberately refusing to address issues focusing instead on the person.
- **Ostracising or isolating, for example:**
Deliberately marginalising an individual

Deliberately preventing a person from joining a group,

Deliberately preventing from joining in an activity, schoolwork-related or recreational
Blaming a pupil for things s/he did not do.



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INCIDENT REPORT FORM

Source of Report: Tick ✓ as appropriate Parent Pupil Staff-Member Survey Other

Date: _____

Name of Reporting Person (if applicable): _____

If Staff Member: _____

If Pupil: _____ Class: _____

If someone other than a Staff Member or Pupil:

Name of Reporting Person: _____ Phone: _____

Address: _____

Details of Alleged Incident:

Location of incident: _____

Time: _____ Day: _____ Date: _____

Possible Targeted Pupil(s): _____ Class/Group: _____

Possible Perpetrator(s): _____ Class/Group: _____

_____ Class/Group: _____

Others who were there: _____

Initial Details of Incident: _____

Alleged Bullying Interview Sheet

This interview should be conducted in an amicable way, seeking information and a promise

Team Member(s): _____ **Time:** _____ **Date:** ____/____/____

Interview with: _____ **Class:** _____ **Due to Report/Survey (R/S):** _____

1. *Do you know that if people are mean to someone over and over again, calling them names, hitting them, upsetting them or annoying them, this is what we call bullying (Y / N)?* _____
2. *We want all our pupils to be happy in school, including you. If some pupils were being mean to you we would try to get them to stop. Nobody should be mean to you. Do you understand this?* ____
3. *We did a survey about bullying and we are now worried that a pupil in your class is being bullied. Are you surprised (Y / N)?* _____ *Explain:* _____
4. *Who do you think might be getting bullied in your class?* _____ (Probe)
5. *The pupil is:* _____
6. *The survey shows that pupils in your class think you have been bullying her/him a bit. What have you been doing that might make them think this?* _____ (Probe)
7. *I now want to ask you a lot of questions to find out what else might have been happening. If you tell the truth when you answer these questions I will know that, if it is bullying and if you promise to stop, I can believe you. We already know some things you may have done but we need to know the whole story. Are you ready to truthfully answer a lot of questions (Y / N)?* _____

(Use the checklist overleaf, then return to complete the section below).

P.T.O. →

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8. *Why have you been treating her/him this way?* _____ (Probe)
 9. *Have you ever been bullied? (Y / N)* _____ *If 'Yes,' how did it feel?* _____ (Probe)
 10. *Imagine your Mother being treated this way by big people at her work. How do you think she would feel?* _____ (Probe)
 11. *If you knew she was treated this way how would you feel?* _____ (Probe)
 12. *Now, can you understand how unfair it is to treat someone like this (Y / N)?* _____
 13. *Did you know that bullying breaks our school rules (Y / N)?* _____
 14. *We do not want to tell the Principal (depending on seriousness you may add "or the Board of Management" or "or even the Gardaí") about this. We need to know that you know how serious it is and we need to know for sure that it will not happen again. Can you promise this (Y / N)?* _____

We will now ask you to sign a written promise (Decide which version?)

To be completed by team member later:

Parent signature required (Y/N)? _____

Promise signed (Y/N)? _____

Returned with parent signature (Y/N)? _____

Date: ____ / ____ / ____



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Anti-Bullying Campaign



Please read all the "bold" parts of the points below to senior pupils (5th & 6th Classes - aged 11-12 years) before class surveys. For younger pupils (2nd, 3rd & 4th Classes - aged 8 - 10 years) give a shorter, simpler version, e.g. points 1, 3, 5, 8, 10 & 11.

Where This School Stands on Bullying

1. When someone is being mean and does or says things over and over again to upset or annoy someone else this is what we call **BULLYING**. This could include pushing or hitting them, "going at" their stuff, not letting them join in, calling them names, saying nasty things to them or about them, or "making fun" of them in any way.
2. If six pupils "pick on" someone just once each day for a week the targeted pupil is "picked on" and upset 30 times that week. That is **BULLYING** and it is very unfair.
3. Pupils who are bullied over and over again by others feel bad, sad, miserable and embarrassed. Even if they laugh and don't let on or if they pretend they don't mind, they really want it to stop!
4. **Our school policy on bullying says the following:** (*Read one key sentence from the policy printed in pupils' school journals. Emphasise the fact that "respect" is fundamental to the whole policy*).
5. **Pupils have a right not to be bullied because they are different. We are all different and that is a very good thing.** We may be brown skinned or white, tall or small, heavy or skinny, Irish or Indian, red haired or fair, loud or quiet, rough or gentle, good at maths or bad at Irish etc. We should not be bullied because we are different. **What is important is that everyone deserves equal respect.**
6. **You do not have to like everyone in your class group but you must still respect them.** If you dislike some of them you can simply keep away from them but you must not bully them.
7. **Often pupils who bully others do not realise the serious harm they are doing.** Bullying can be very deeply damaging.
8. **Pupils who see or know about bullying and do not tell a teacher are helping the bullying pupil to continue bullying.** If they report the bullying it can be stopped and everyone can "live happily ever after," even the bullying pupils(s). It is very important to report all bullying to a teacher.
9. In this school we try to bring bullying to an end so we don't need to tell the Principal, Parents, the Board of Management or the Gardaí (Police).
10. **We want all bullying to stop – NOW!** If we hear that a pupil is bullying others we want to quietly meet that pupil, explain how serious and unfair bullying is and how bad it feels for anyone to be bullied. We want to ask that pupil for a promise to stop the bullying. If the bullying stops nobody will be punished and that will be the end of the matter. But the bullying must stop!
11. **We need your help.** We need to know if there is anyone we need to talk to about bullying. We will now do a survey where you answer questions. You will be putting your name on it. We need you to tell the truth in the survey. If your answers are different from everyone else's it will look like you are not telling the truth - like you are helping those who bully others by hiding the truth.
12. In the survey you will be asked if you have "picked on" any pupil(s) yourself and also to name anyone in your class or in the school who has done so. Please be honest here. Remember! We simply want to talk to those involved, and if the bullying stops the matter will end quietly there. But we need to know who to talk to.

Thank you!



St. Peter's N. S.

Anti-Bullying



Regular Class Survey

I know that being mean to someone over and over again is bullying and this is unfair. I also know that if I see or know about someone bullying others I should tell a teacher. **I know that anyone who bullies others but then signs a promise to stop and keep that promise will not be punished and will not be in trouble so everyone can "live happily ever after."**

Your Name (Block Letters): _____ Class/Year: _____

Name any pupils(s) in your class that you know get called names or get teased, hurt or badly treated than most others:

Does this involve . . .

Calling them names Making fun of them Going at their stuff

Not letting them join in Pushing them Hitting or Kicking

Any other ways someone is mean to them: _____

Name any other pupils who know about this even though they may not be doing it:

Have you ever treated them this way? Often

Sometimes

Never

Name any pupil(s) in your class that you know regularly treat(s) them this way:

Do you think some pupils are more mean to you

than to others in your class?

Yes No

Name others who know about this: _____

What I have written above is true.

Name: _____ Date: ___/___/___



St. Peter's N. S.

Anti-Bullying Campaign



Bullying Behaviour Checklist

Please use the letter "Y" for "yes," or "sometimes" or even for "once."

Pupil Name: _____ Class: _____ Date: ___/___/___

When you are with (N): _____ have you ever . . .

Verbal: Called (N) names? _____
 Said things to make (N) feel bad? _____
 Said (N) is "thick"? _____
 Said nasty things (N) heard? _____
 Teased (N) (Toilets/Dressing Room)? _____
 Teased (N) about appearance? _____
 Said (N) is "a swat"? _____
 Said nasty things about (N)'s parent (e.g. mother) or family? _____
 Said bad things or made fun of (N) re. Skin Colour? _____
 Religion? _____
 Nationality? _____
 Home Background? _____
 A disability (special needs)? _____

Written: Written nasty notes about (N)? _____
 Written graffiti about (N)? _____
 Sent text messages about (N)? _____
 Put nasty things about (N) on the Internet? _____
 Sent an embarrassing phone message about (N)? _____

Property: "Borrowed" (N)'s stuff without (N)'s permission? _____
 Hid (N)'s stuff? _____
 Stole (N)'s stuff? _____
 Damaged (N)'s stuff? _____
 "Went at" (N)'s stuff? _____
 Tried to get money from (N)? _____

Discrimination: Treated (N) badly because (N) seems "different"? _____
 Treated (N) badly because you think he is "not like us?" _____

Social: Laughed at (N), with others, knowing that (N) could hear you? _____
 Pretended (N) wasn't there? _____
 Given (N) a "dirty" or disgusted look? _____
 Left (N) out of games? _____
 Left (N) alone on bus, in yard etc? _____
 Tried to cause trouble between (N) and (N)'s friends? _____
 Made fun of (N) in front of others? _____
 Stared at (N) as a group? _____
 Said (N) said things he did not say? _____
 Spread rumours about (N)? _____

Intimidation: Given (N) an angry stare? _____
 Given (N) a disgusted look? _____
 Tried to make (N) angry? _____
 Threatened (N)? _____
 Ganged up on (N)? _____
 Followed (N) around? _____
 Sent (N) a threatening text? _____
 Forced (N) to do something (N) did not want to do? _____

Physical: Thrown objects at (N)? _____
 Pulled (N)'s hair? _____
 Stuck a pencil/pen in (N)? _____
 Pushed (N)? _____
 Punched (N)? _____
 Kicked (N)? _____
 Hit (N)? _____
 Pinched (N)? _____
 Splashed/Wet (N)? _____
 Tripped (N)? _____
 Spat at (N)? _____
 "Head-locked" (N)? _____
 Grabbed at (N)'s private parts? _____

