Pobalscoil Na Boinne

Boyne Community School Trim, Co. Meath

Anti-Bullying Policy

"Boyne Community School aspires to become a community focused on learning, which respects difference and upholds the dignity and rights of each person."

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 Boyne Community School has **adopted the following anti-bullying policy** within the framework of the school's overall Code of Behaviour. This policy fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools which were published in September 2013.

2. The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following **key principles of best practice** in preventing and tackling bullying behaviour:

A positive school culture and climate which

- is welcoming of difference and diversity and is based on inclusivity;
- encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
- promotes respectful 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.

- explicitly address the issues of cyber-bullying and identity-based bullying.

- Effective supervision and monitoring of students

- 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
- identity-based bullying such as homophobic, biphobic and transphobic 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.

Please see APPENDIX 1 *for Additional information on different types of bullying as set out in Section 2 of the Anti-Bullying Procedures for Primary and Post-Primary Schools.*

4. All members of the school community play a role in addressing Anti- bullying behaviour in the school:
- All Staff (reporting)
- Student Body (reporting)
- Anti-bullying Coordinator (investigating) Ms. B Eustace
- Tutor (reporting)
- Year Heads (investigating)
- SEN Team (supporting) (SNA) .
- Guidance Dept. (supporting)
- Principal & Deputy Principals (Investigating and supporting)
- Cairde Committee
- Chaplin
- Pastoral Care Team
  - SNA

Signs and symptoms.
It is important for everyone to be aware of the signs and symptoms of bullying so as to take measures to prevent its re-occurrence and help those affected. Signs and symptoms can include
- Anxiety about travelling to or from school – (requesting parents to drive or collect them, changing route of travel).

- Unwillingness to go to school – (refusal to attend or "mitching").
- Deterioration in educational performance. Pattern of physical illnesses – (headaches, stomach aches etc.)
- Unexplained changes in mood or behaviour.
- Visible signs of anxiety or distress.
- 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.
- Serious change in pattern of friendship, especially loss of friends.

These signs do not necessarily mean that a pupil is being bullied. However, if repeated or occurring in combination these signs do warrant investigation.

Suggestions for parents

It is advised that parents should always listen to what their children are saying by:

- giving positive attention
- Active listening
- Giving your time
- Not making snap judgements of evaluations
- Not criticising
- Not interrupting
- Avoiding continuous questioning
- Allow them ample time and space to convey their fears.

An Anti-Bullying Coordinator (Ms. B. Eustace) has been appointed as part of our Leadership and Management Team. The Coordinator works with the Cairde Committee in investigating and monitoring reports. They will also keep the Board of Management informed with respect to Anti-Bullying measures in the school

We also have a team of relevant teachers (Cairde Committee) for investigating and dealing with bullying. (Please see APPENDIX 2) The Cairde Committee is currently made up of 14 Teachers. Their work is divided into two layers, an initial investigation stage, each Year Group has two teachers assigned to this role. This is followed by Layer 2, which involves intervention from a member of our Student Support Team. (Care Team) The relevant teachers and the year group they have been assigned to will be e-mailed to all teaching staff and will also be displayed on the staffroom noticeboard. Training is provided for Cairde Team Members along with access to new Anti- Bullying programmes and resources

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):

A.   A school wide approach for creating a positive school climate

- A school-wide approach to the fostering of respect for all members of the school community. This is in keeping with our school motto *'Meas, Mórtas, Muintearas'*
- The promotion of the value of diversity to address issues of prejudice and stereotyping, and highlight the unacceptability of bullying behaviour. (Including: Friendship Week, Stand Up, Positive Health Week, Get Up Stand Up, FUSE, Guest Speakers)

- The fostering and enhancing of the self-esteem of all our pupils through both curricular and extracurricular activities.
- Professional development with specific focus on the training of the relevant teachers. (Use of PDST resources)
- Supervision and monitoring of classrooms, corridors, school grounds, school tours and extra-curricular activities.
- As a school we encourage involvement in student activities; and we provide student support services that can help to support pupils and encourage a culture of peer respect and support.
- Development and promotion of an Anti-Bullying code for the school
- The school's anti-bullying policy is available to all parents/guardians on our website
- The implementation of regular whole school awareness measures.
- Regular school or year group assemblies by Principal, Deputy principal, Year Heads etc.
- Encourage a culture of telling, with particular emphasis on the importance of bystanders. 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.
- Dedicated noticeboard with names of teachers and reporting procedures
- Ensuring that pupils know who to tell and how to tell, e.g.:
    - Direct approach to the teacher at an appropriate time, for example after class.
    - Hand note up with homework.
    - Make a phone call to the school or to a trusted teacher in the school.
    - Anti-bully or Report Box which is checked regularly.
    - Get a parent(s)/guardian(s) or friend to tell on your behalf.
    - Administer a confidential questionnaire to all pupils.
    - Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
    - Send an email to friendship@boynecs.ie

● The development and implementation of an **Information Technology Acceptable Use Policy** in the school to include the necessary steps to ensure that the access to technology within the school is strictly monitored

B.   Implementation of curricula

In Delivering the relevant Curricula the aim is to raise awareness with regard to signs and symptoms of bullying and also assist students and parents discussing bullying behaviour and its impact.

● The full implementation of the SPHE and CSPE curricula and the RSE.
● Continuous Professional Development for staff in delivering these programmes.
● School wide delivery of lessons on bullying during anti-bullying week, Stand up Week, Internet Safety week.

The education and prevention strategies (including strategies specifically aimed at cyber-bullying and identity-based bullying in particular, homophobic and transphobic bullying) that will be used by the school are as follows
- visible anti-bullying posters & noticeboard
- Friends program for 1ˢ years run through SPHE classes;
- annual Friendship Week;
- annual student surveys;
- whole school Stand Up week

- Dedicated noticeboard
- Spotlight on Cyber Safety
- FUSE Programme for students and parent

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):

Procedures for Investigating and Dealing with Bullying

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

The school's procedures must be consistent with the following approach.
Every effort will be made to ensure that all involved (including pupils, parents/guardian) understand this approach from the outset.

Reporting bullying behaviour

- Any pupil or parents/guardians may bring a bullying incident to any teacher in the school.
- All reports, including anonymous reports of bullying, will be investigated and dealt with by the relevant teacher.
- Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners can feel comfortable reporting any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher.
- Incidents recorded using recommended Dept. Of Education format
- Confidential post-box
- Dedicated email (teachers, students, parents)
- A summary report of bullying incidents is brought to the Board of Management

Investigating and dealing with incidents: Style of approach

- In investigating and dealing with bullying, the relevant teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved;
- Parents/guardians and students 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;
- Teachers should take a calm, unemotional problem-solving approach.
- Where possible incidents should be investigated outside the classroom situation to ensure the privacy of all involved;
- All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way;
- When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner;
- In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parents/guardians of the parties involved will be contacted if the relevant

teacher/school management deems it necessary to inform them of the matter and explain the actions being taken (by reference to the school policy). Parents will be contacted only in serious cases where the relevant teachers deem it necessary. It will not be possible to contact parents for every incident.

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

Follow up and recording

- In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher will try to take the following factors into account:
  - Whether the bullying behaviour has ceased;
  - Whether any issues between the parties have been resolved as far as is practicable by the school;
  - Whether the relationships between the parties have been restored as far as is practicable;
  - Any feedback received from the parties involved, their parents/guardians or the school Principal or Deputy Principal.
  - Restorative Counselling

Recording of bullying behaviour

It is imperative that all recording of bullying incidents must be done in an objective and factual manner. The school's procedures for noting and reporting bullying behaviour are as follows:

Informal- pre-determination that bullying has occurred

All staff will endeavour to make a written record of any incidents witnessed by them or notified to them. All incidents must be reported to the relevant teacher.
While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher must keep a written record of the reports, the actions taken and any discussions with those involved.

In the interest of confidentially, the folder where anti-bullying records are kept is on Google Drive which is accessible only to teaching staff. Also, the Microsoft Word files should be encrypted with a password that is known only to the anti-bullying team.

Informal-determination that bullying has occurred

If it is established by the relevant teacher that bullying has occurred, the relevant teacher must keep appropriate written records which will assist his/her efforts to;

- resolve the issues and restore, as far as is practicable, the relationships of the parties involved.
- The school has a folder on Drive shared only with the Cairde Team

b) In certain circumstances of serious bullying, behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable.

A template document for recording bulling incidents is attached (appendix 3) and will be readily accessible on Shared Drive.

Established intervention strategies
- Teacher interviews all students concerned
- Negotiating agreements between pupils and following these up by monitoring progress. This can be on an informal basis or implemented through a more structured mediation process
- In certain cases, working with parents/guardians to support school interventions
- Restorative interviews

7. The school's programme of support for working with pupils affected by bullying is as follows:
- All in-school supports and opportunities will be provided for the pupils affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience e.g.
  - Pastoral care system
  - Tutor/Year head system
  - Care team / Student Support Team
  - Cairde Team

- If pupils require counselling or further supports the school will endeavour to liaise with the appropriate agencies to organise this. This may be for the student affected by bullying or involved in the bullying behaviour.

- Students should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.

8. Supervision and Monitoring of Pupils

The Board of Management confirms that appropriate supervision and monitoring policies and practises 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 ~~10th feb 22~~ 31st March 22,

11. This policy has been made available to school personnel (and is readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). 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 (or where none exists, be otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: _____   Signed: _31.2.22__
(Chairperson of the Board of Management)   (Principal)

Appendix 1 - Examples of bullying behaviour

General behaviours which apply to all	• Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc. • Physical aggression • Damage to property • Name calling • Slagging • The production, display or circulation of written words, pictures or other materials aimed at intimidating another person • Offensive graffiti • Extortion • Intimidation • Insulting or offensive gestures • The "look" • Invasion of personal space • A combination of any of the types listed.
	• **Denigration**: Spreading rumours, lies or gossip to

Cyber	hurt a person's reputation •**Harassment**: Continually sending vicious, mean or disturbing messages to an individual •**Impersonation**: Posting offensive or aggressive messages under another person's name •**Flaming**: Using inflammatory or vulgar words to provoke an online fight •**Trickery**: Fooling someone into sharing personal information which you then post online •**Outing**: Posting or sharing confidential or compromising information or images •**Exclusion**: Purposefully excluding someone from an online group •**Cyber stalking**: Ongoing harassment and denigration that causes a person considerable fear for his/her safety •Silent telephone/mobile phone call •Abusive telephone/mobile phone calls •Abusive text messages •Abusive email •Abusive communication on social networks e.g. Facebook/Ask.fm/ Twitter/You Tube or on games consoles •Abusive website comments/Blogs/Pictures •Abusive posts on any form of communication technology

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

Homophobic and Transgender	•Spreading rumours about a person's sexual orientation •Taunting a person of a different sexual orientation •Name calling e.g. Gay, queer, lesbian...used in a derogatory manner •Physical intimidation or attacks •Threats
Race, nationality, ethnic background and membership of the Traveller community	•Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background •Exclusion on the basis of any of the above
Relational	This involves manipulating relationships as a means of bullying. Behaviours include: •Malicious gossip •Isolation & exclusion •Ignoring •Excluding from the group •Taking someone's friends away

	• "Bitching" • Spreading rumours • Breaking confidence • Talking loud enough so that the victim can hear • The "look"
Sexual	• Unwelcome or inappropriate sexual comments or touching • Harassment
Special Educational Needs, Disability	• Name calling • Taunting others because of their disability or learning needs • Taking advantage of some pupils' vulnerabilities and limited capacity to recognise and defend themselves against bullying • Taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and social cues. • Mimicking a person's disability • Setting others up for ridicule

Appendix II
Anti-bullying Committee 2021-2022

Year Group	Layer 1	Layer 2
1st Years	Ms Bowe, Ms Curran & Ms. Kenny	Ms Bailey
2ⁿᵈ Years	Ms Mc Cann & Ms Seery	Ms Eustace
3ʳᵈ Years	Mr Byrne & Ms Phelan	Mr Flanagan
TY/5ᵗʰ Years	Ms Dollard & Ms Broderick	Ms Daly
6ᵗʰ Years	Ms Bowler	Ms Daly

Appendix 3

Boyne Community School

LAYER 2 CAIRDE COMMITTEE

1. Name and class of pupil engaged in bullying behaviour

2. Name of person(s) who were bullied and how many incidents

3. Type of Bullying Behaviour (tick relevant box(es)) *

Physical Aggression		Cyber-bullying	
Damage to Property		Intimidation	
Isolation/Exclusion		Malicious Gossip	
Name Calling		Other (specify)	

4. Where behaviour is regarded as identity-based bullying, indicate the relevant category:

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

1.   Details of actions taken

1.   Any follow up or referrals needed ?

Signed _____ (Relevant Teacher) Date _____Date
submitted to Principal/Deputy Principal _____

Appendix 4

Boyne Community School Template
for recording bullying behaviour

1. Name of pupil being bullied and class group

Name _____ Class _____

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

3. Source of bullying concern/report (tick relevant box(es))* 4. Location of incidents (tick relevant box(es))*

Pupil concerned		Playground	
Other Pupil		Classroom	
Parent		Corridor	
Teacher		Toilets	
Other		School Bus	
		Other	

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

6. Type of Bullying Behaviour (tick relevant box(es)) *

Physical Aggression		Cyber-bullying	
Damage to Property		Intimidation	
Isolation/Exclusion		Malicious Gossip	
Name Calling		Other (specify)	

7. Where behaviour is regarded as identity-based bullying, indicate the relevant category:

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

8. Brief Description of bullying behaviour and its impact

1. Details of actions taken

Signed _____ (Relevant Teacher) Date _____

Date submitted to Principal/Deputy Principal _____