

Woodstock Educate Together National School

Woodstock ETNS

Anti-Bullying Policy 2022

"Bullying is defined as "unwanted negative behaviour, verbal, psychological or physical conducted by an individual or group against another person (or persons) and which is repeated over time. These procedures make clear that this definition includes cyber-bullying and identity-based bullying (such as homophobic bullying and racist bullying)."

[Anti-Bullying Procedures for Primary and Post-Primary Schools, 2013](#)

"Bullying behaviour, by its very nature, undermines and dilutes the quality of education and imposes psychological damage. As such it is an issue that must be positively and firmly addressed through a range of school-based measures and strategies through which all members of the school community are enabled to act effectively in dealing with this behaviour."

Guidelines on Countering Bullying Behaviour in Primary and Post-Primary Schools, DES, 1993

The Aims of the Anti-Bullying Policy at Woodstock ETNS:

- To raise awareness and inform all school stakeholders (parents, pupils, staff and all interested parties) of the policy procedures and proactive measures/interventions that Woodstock ETNS implements in dealing with reported issues of bullying.
- To maintain awareness of bullying as a form of unacceptable behaviour within the school community i.e. school management, teaching and non-teaching staff, pupils and parents/guardians
- To create a school ethos which promotes equality, inclusion, mutual and self-respect and which encourages children to disclose and discuss incidents of bullying behaviour
- To foster a high degree of collective vigilance and responsible care throughout the school
- To encourage children to put into practice the 'Stay Safe' and School motto – Say no, get away and tell someone you trust
- To outline and continue to devise measures to prevent and deal with incidents of bullying.
- To outline for parents and all interested parties the schools' procedures for noting, reporting, investigating and dealing with incidents of bullying behaviour

*Woodstock ETNS **will not tolerate or condone bullying of any form or at any level of the school community.** This school will actively seek to prevent bullying and ensure that all members of the school community – pupils, staff and parents are enabled to act effectively to deal with bullying.*

The Ethos of Woodstock ETNS:

This Anti-Bullying Policy endorses the binding principles of Educate Together schools. It expresses the vision, mission statement and values of the school and its patron. These four binding principles promote-

- (i) ***Equality-based***
- (ii) ***Co-educational*** and
- (iii) ***Child-centred education*** in a
- (iv) ***Democratic environment***

These attributes underpin the ethos of Woodstock ETNS school and all its school policies. Our mission is the provision of holistic primary education of the highest quality for all our pupils in a happy, stimulating and safe environment respectful of the school motto that “*educating the mind without educating the heart is no education at all.*” For your reference ***Appendix 5: A Parents' Guide to Stay Safe*** gives an overview of the SPHE mandatory module on *Friendships & Bullying* as taught to Junior Infants upwards- It offers helpful definitions, alongside ways of recognizing and supporting your child when dealing with issues of conflict.

INTRODUCTION

- (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 Woodstock Educate Together Primary school has adopted the following anti-bullying policy within the framework of the school's overall Code of Positive Discipline & 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 (BOM) recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils. It advocates and supports school efforts to sustain a harmonious environment in which pupil potential is cultivated through the co-operation, goodwill and commitment of the whole learning community- (staff, parents, pupils, board members and all other relevant parties). Therefore, the BOM is fully committed to **following key principles of best practice** in preventing and tackling bullying behaviour.
- (i) 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;
 - (ii) Effective leadership;
 - (iii) A school-wide approach;
 - (iv) A shared understanding of what bullying is and its impact;
 - (v) Implementation of education & prevention strategies (including awareness raising measures) that-
 - a. build empathy, respect and resilience in pupils; and
 - b. explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.
 - (vi) Effective supervision and monitoring of pupils;
 - (vii) Supports for staff;
 - (viii) 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.

At Woodstock ETNS best practice is endorsed by-

- (i) Cultivating a **positive school culture** which is welcoming of difference and diversity and is based on inclusivity and which encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment whilst promoting respectful relationships across the school community as: -

Table A: Key elements of a positive school culture and climate

The school acknowledges the right of each member of the school community to enjoy school in a secure environment.
The school acknowledges the uniqueness of each individual and his/her worth as a human being.
The school promotes positive habits of self-respect, self-discipline and responsibility among all its members.
The school prohibits vulgar, offensive, sectarian or other aggressive behaviour or language by any of its members.
The school has a clear commitment to promoting equity in general and gender equity in particular in all aspects of its functioning.
The school recognises the need to work in partnership with and keep parents informed on procedures to improve relationships on a school-wide basis.
The school recognises the role of parents in equipping the pupil with a range of life-skills.
The school recognises the role of other community agencies in preventing and dealing with bullying.
The school promotes habits of mutual respect, courtesy and an awareness of the interdependence of people in groups and communities.
The school promotes qualities of social responsibility, tolerance and understanding among all its members both in school and out of school.
Staff members share a collegiate responsibility, under the direction of the Principal, to act in preventing bullying/aggressive behaviour by any member of the school community.

- (ii) **Effective leadership:** The Principal, staff & parents embody and model positive, ethical & constructive behaviours which underpin the learning ethos of our school - If a school is well disciplined and organised it can minimise the occurrences of bullying. Our Mission Statement includes our aims to enhance pupils' self-esteem and the development of personal responsibility. At Woodstock it is made clear that bullying is a form of anti-social behaviour. *It is always wrong and will not be tolerated.* The Principal has undergone PDST Child Protection Training and NEPS facilitator training for the FRIENDS FIRST Resiliency Programme. Such CPD will be offered to new teachers as the schools continues to develop helping to ensure effective leadership becomes distributed throughout the whole school environment.

(iii) **A School-wide approach:** This is a school-wide (management, staff, pupils and parents) approach. In addition to the role of management and staff, *parents and pupils* have a role and *responsibility in helping the school to prevent* and address school-based bullying behaviour and to deal with any negative impact within school of bullying behaviour that occurs elsewhere.

(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: This includes- homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community or bullying of those with disabilities/ 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 will be dealt with, as appropriate, in accordance with the school's **Code of Positive Discipline & Behaviour**. Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the school's Code of Discipline & 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.***

Table B: Types of Bullying at a School (Section 2:2) may include:

Physical aggression: This behaviour includes pushing, shoving, punching, kicking, poking and tripping people. It may also take the form of severe physical assault. While pupils often engage in 'mess fights', they can sometimes be used as a disguise for physical harassment or inflicting pain.

Intimidation: Some bullying behaviour takes the form of intimidation: it may be based on the use of very aggressive body language with the voice being used as a weapon. Particularly upsetting can be a facial expression which conveys aggression and/or dislike.

Relational bullying(Isolation/Exclusion): This occurs where a certain person is deliberately isolated, excluded or ignored by some or all of the class group. This practice is usually initiated by the person engaged in bullying behaviour and can be difficult to detect. It may be accompanied by writing insulting remarks about the pupil in public places, by passing around notes about or drawings of the pupil or by whispering insults about them loud enough to be heard. Relational bullying occurs when a person's attempts to socialise and form relationships with peers are repeatedly rejected or undermined. One of the most common forms includes control: "Do this or I won't be your friend anymore" (implied or stated); a group ganging up against one person (girl or boy); nonverbal gesturing; malicious gossip; spreading rumours about a person or giving them the "silent treatment".

Cyber-bullying: This type of bullying is increasingly common & is continuously evolving. It is bullying carried out via the use of information and communication technologies (text, social network sites, e-mail, instant messaging (IM), apps, gaming sites, chat-rooms and other online technologies). Being the **target of inappropriate or hurtful messages** is the most common form of online bullying. As cyber-bullying uses technology to perpetrate bullying behaviour and does not require face to face contact, cyber-bullying can occur at any time. Many forms of bullying can be facilitated through cyber-bullying. For example, a target may be sent homophobic text messages or pictures may be posted with negative comments about a person's sexuality, appearance etc. **Denigration:** Spreading rumours, lies or gossip to 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** (Facebook/ Ask.fm/ Twitter/You Tube or on games consoles/Abusive website comments/Blogs/Pictures /Abusive posts.

Name calling: Persistent name-calling directed at the same individual(s) which hurts, insults or humiliates should be regarded as a form of bullying behaviour. Often name- calling of this type refers to physical appearance, e.g., size or clothes worn. Accent or distinctive voice characteristics may attract negative attention. Academic ability can also provoke name calling. This tends to operate at two extremes. There are those who are singled out for attention because they are perceived to be weak academically. At the other extreme there are those who, because they are perceived as high achievers, are also targeted.

Damage to property: Personal property can be the focus of attention for bullying behaviour. This may result in damage to clothing, mobile phone or other devices, school books and other learning material or interference with a pupil's locker or bicycle. The contents of school bags and pencil cases may be scattered on the floor. Items of personal property may be defaced, broken, stolen or hidden.

Extortion: Demands for money may be made, often accompanied by threats (sometimes carried out in the event of the targeted pupil not delivering on the demand). A pupil may also be forced into theft of property for delivery to another who is engaged in bullying behaviour.

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 used in a derogatory manner/Physical intimidation -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
Special Educational Needs: 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

- (4) A clear & shared understanding of what bullying is and its impact on others is essential so the whole school community can respond effectively to any issues that may arise.

The relevant teacher(s) for investigating & dealing with bullying is (are)

The Relevant Teachers in this school are: (To be determined by school management)		
Primary School	Post- Primary School	Other Centres of Education
Principal Dr Nicola Martin Assistant Principal Grainne Ni Chuinn All class teachers	Principal Deputy Principal Year heads Tutors Care Team /Student Support Team personnel Guidance counsellor	Coordinator Deputy Coordinator Class teachers Mentors/Tutors Care team personnel
<input type="checkbox"/> <i>Any teacher may act as a relevant teacher if circumstances warrant it.</i>		

- (5) **Implementation of education, awareness raising measures & prevention strategies that-**
- (a) Build empathy, respect and resilience in pupils; and
 - (b) Explicitly address the issues of cyber-bullying & identity-based bullying including in particular, homophobic and transphobic bullying;
 - (c) Effective supervision and monitoring of pupils.

At a Whole School level: Educate Together Ethos alongside Woodstock ETNS **Schools Vision** that *'Educating the mind without educating the heart is no education at all'* help to cultivate collective responsibility, compassion, courtesy and care. This is encouraged and reinforced at all times. Woodstock ETNS recognises that, in line with our School Ethos, parents work in partnership with staff to meet legitimate expectations with regard to *positive behaviour and discipline*.

*Parents are informed about **the Code of Positive Behaviour** and their part in supporting it, at new parents' meetings, and through the School Information Booklet. This is reinforced school wide as class discussions have a central focus on the **Learn Together Programme** with reward systems reinforcing our Golden Kindness Rules: Kindness hands, hearts, mind & words cards are given to pupils to **visually demonstrate** & **voice** how kindness and in turn positive friendships are **valued** at our school.

An annual '**Friendship week**' for pupils /parents will be hosted at school- This features an **Anti-Bullying campaign**, with poster and slogan competitions and promotes a heightened awareness of respect and friendship in the school. Anti-Bullying is a major item on our **agenda for staff meeting** and **Croke Park hours** annually.

Positive Code of Discipline & Behaviour: The Education Welfare Act, Section 23 states that the Code of Positive Behaviour shall specify *"the standards of behaviour that shall be observed by each student attending the school"*. Our Code of Behaviour comprises the following elements; (A Positive Behaviour Week linked to the **Educate Together Programme/ Kindness Code** are voiced, made visible and valued in the school during throughout the year. All helping to increase Pupil Involvement & inclusion in our positive school culture.

Pupil Responsibility & Ownership is reinforced as they are actively involved in creating a **Class Charter** for their own class, reflecting the school Code of Positive Behaviour. Teachers are encouraged to engage children in 'signing-up' to their Class Charters.

Classroom/Curricular Initiatives-Teachers can influence attitudes to bullying behaviour in a positive manner via a range of curriculum components/ programmes which are particularly relevant to the prevention of bullying and the promotion of respect for diversity and inclusiveness: **The SPHE curriculum** makes specific provision for exploring bullying alongside the inter-related areas of belonging, conflict, communication, friendship, personal safety & relationships. **The Stay Safe** at primary level, is a personal safety skills programme which enhances children's self-protection skills including their ability to recognize and cope with negative behaviour and to be resilient. These include: **Walk Tall programme /The RSE programme/The Stay Safe programme**. Regular sessions of **Circle Time** and **Mindfulness** help Pupils better understand - *'there are no innocent bystanders* and that *all incidents of bullying behaviour must be reported to a teacher.'*

(6) Woodstock ETNS Procedures for investigation and follow up of bullying behaviour (including use of established intervention strategies)

*“The primary aim for the relevant teacher in investigating and dealing with bullying is to resolve any issues and to **restore**, as far as is practicable, the relationships of the parties involved (**rather than to apportion blame**). Every effort will be made to ensure that all involved (including pupils, parent(s) /guardian(s) understand this approach from the outset.”*

(Section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary Schools). Please see appendix. The relevant teacher(s) for investigating and dealing with bullying is (are) as follows: (see Section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary Schools): Refer to section 6.8.3. and 6.8.4 in the Procedures.

6.8.9. 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, parent(s)/guardian(s)) understand this approach from the outset.

Reporting bullying behaviour

- Any pupil or parent(s)/guardian(s) 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 must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher;

Investigating and dealing with incidents: Style of approach (see section 6.8.9)

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

- If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements;
- Each member of a group should be supported through the possible pressures that may face them from the other members of the group after the interview by the teacher;

It may also be appropriate or helpful to ask those involved to write down their account of the incident(s)

- **In cases where it has been determined by the relevant teacher that bullying behaviour has occurred:**
 - the parent(s)/guardian(s) of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy). The school should give parent(s)/guardian(s) an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports provided to the pupils;
 - 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 pupils and parent(s)/guardian(s)) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parent(s)/guardian(s) and the school

Follow up and recording

- In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of his/her professional judgement, 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;

- Whether the relationships between the parties have been restored as far as is practicable;
- Any feedback received from the parties involved, their parent(s)/guardian(s) or the school Principal or Deputy Principal
- Follow-up meetings with the relevant parties involved should be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable.
- Where a parent(s)/guardian(s) is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent(s)/guardian(s) must be referred, as appropriate, to the school's complaints procedures.
- In the event that a parent(s)/guardian(s) has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parent(s)/guardian(s) of their right to make a complaint to the Ombudsman for Children.

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 must keep a written record of any incidents witnessed by them or notified to them. Consideration needs to be given to where the records will be made e.g. incident book. 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 regarding same
- The relevant teacher must inform the principal of all incidents being investigated.

Formal Stage 1-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 in consultation with the relevant teacher/s should develop a protocol for the storage of all records retained by the relevant teacher.

Formal Stage 2-Appendix 3 (From DES Procedures)

The relevant teacher must use the recording template at **Appendix 3** to record the bullying behaviour in the following circumstances:

(a)in cases where he/she considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that

bullying behaviour occurred & (b) Where the school has decided as part of its anti-bullying policy that in certain circumstances bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable. The school should list behaviours that must be recorded and reported immediately to the principal. These should be in line with the school's code of behaviour. When the recording template is used, it must be retained by the relevant teacher in question and a copy maintained by the principal. Due consideration needs to be given to where these records are kept, who has access to them, and how long they will be retained. Decisions around record keeping should be noted in this policy.

Established intervention strategies

- *Teacher interviews with all pupils*
- *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*
- *Working with parent(s)/guardian(s) to support school interventions*
- *No Blame Approach*
- *Circle Time*
- *Restorative interviews*
- *Restorative conferencing*
- *Implementing sociogram questionnaires*
- *Peer mediation where suitable training has been given*

The Procedures mention the following intervention strategies and reference Ken Rigby; www.bullyingawarenessweek.org/pdf/BullyingPreventionStrategiesinSchoolsKenRigby.pdf

- The traditional disciplinary approach
- Strengthening the victim
- Mediation
- Restorative Practice
- The Support Group Method
- The Method of Shared Concern

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

(see Section 6.8.16 of the Anti-Bullying Procedures for Primary and Post-Primary Schools):

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. care system

- **Buddy / Peer mentoring system/Ethical Education-Learn Together to Live Together.**
- **Care team / Student Support Team**
- **Group work such as circle time/Mindfulness/FRIENDS FIRST**

If pupils require counselling of further supports the school will endeavour to liaise with the appropriate agencies to organise same (NEPS). *This may be for the pupil affected by bullying or involved in the bullying behaviour.* Pupils should understand that there are **no innocent bystanders** and that all incidents of bullying behaviour must be reported to a teacher.

(8) **Effective 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.

- Appropriate support and monitoring systems to be established in consultation with pupil, parents and relevant class teacher e.g. buddy system, teacher observation, pupil observation.
- Typical examples of times when teacher have responsibility/authority for children other than those directly in their care are:

Reception time/break time/ on corridors/yard time/hall/Entering and leaving the building and school grounds/School excursions/sporting games and events/ ICT- (The Schools PDST Broadband Programme has blocked all social networking sites for educational purposes)

Supports for staff – The DES anti-bullying Procedures (2013) and Circular 45/2013 outline the mandated procedures for addressing issues of Bullying at school. Training on Anti-Bullying procedures will be provided by the BOM for CPD.

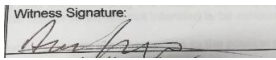
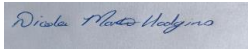
(9) **Prevention of Harassment**

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.

This policy was adopted by the Board of Management on 1st September 2022.

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

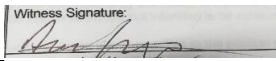
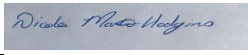
This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website (or where none exists, be otherwise readily accessible to parents 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:  _____
(Chairperson of Board of Management) (Principal)

Date: 16th February 2022

Date: 16th February 2022

Annual Review: Sent for Patron approval: Date: 27th September 2022

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

Annual Review & Ratified by BoM:

Date: 29th September 2022

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

The following are some practical tips for immediate actions that can be taken to help build a positive school culture and climate and to help prevent and tackle bullying behaviour.

- 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.
- Explicitly teach pupils about the appropriate use of social media.
- Positively encourage pupils to comply with the school rules on mobile phone and internet use. Follow up and follow through with pupils who ignore the rules.
- Actively involve parents and/or the Parents' Association 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/school yard/outdoor supervision.
- School staff can get pupils to help them to identify bullying “hot spots” and “hot times” for bullying in the school- Hot spots tend to be in the playground/school yard/outdoor areas, changing rooms, corridors and other areas of unstructured supervision. Hot times - again tend to be times where there is less structured supervision such as when pupils are in the playground/school yard or moving classrooms.
- Support the establishment and work of student councils.

Appendix 2 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 **4. Location of incidents** (tick relevant box(es))* (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

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

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

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

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

7. Brief Description of bullying behaviour and its impact

8. Details of actions taken

Signed _____ (Relevant Teacher) Date _____

Date submitted to Principal/Deputy Principal _____

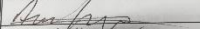
*** Note:** The categories listed in the tables 3, 4 & 6 are suggested and schools may add to or amend these to suit their own circumstances.

Appendix 3 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 <i>Anti-Bullying Procedures for Primary and Post-Primary Schools</i> ?	Y
Has the Board published the policy on the school website and provided a copy to the parents' association?	Y
Has the Board ensured that the policy has been made available to school staff (including new staff)?	Y
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?	Y
Has the Board ensured that the policy has been adequately communicated to all pupils?	Y
Has the policy documented the prevention and education strategies that the school applies?	Y
Have all of the prevention and education strategies been implemented?	Y
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	Y
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	Y
Has the Board received and minuted the periodic summary reports of the Principal?	Y
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?	Y
Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	N
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	N
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	N
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?	N/A
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	Use 2022 LOAS Framework

	tor for SSE of policy
Has the Board put in place an action plan to address any areas for improvement?	Y – added to policy & used by staff.

Signed: Anne Gregory- 
 Chairperson, Board of Management

Date: 29th September 2022

Signed: Nicola Martin 
 Principal

Date: 29th September 2022

Appendix 4: Notification regarding the Board of Management’s annual review of the Anti-bullying policy

To: Educate Together/All Stakeholders

The Board of Management of Woodstock Educate Together NS 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 September 27th 2022.
- 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: Anne Gregory- 
Chairperson, Board of Management

Date: 29th September 2022

Signed: Nicola Martin 
Principal

Date: 29th September 2022

APPENDIX 5:

WHAT IS BULLYING?

“Bullying is defined as unwanted negative behaviour, verbal, psychological or physical, conducted by an individual or group against another person (or persons) and which is repeated over time. These procedures make clear that this definition includes cyber-bullying and identity-based bullying (such as homophobic bullying and racist bullying”. (Anti-Bullying Procedures for Primary and Post-Primary Schools, 2013). The following are some examples of the types of bullying behaviour that can occur amongst pupils. This is not an exhaustive list.

Physical	Hitting, pushing, shoving, pinching, tripping, etc. Damage to a child’s possessions, e.g. books, money or lunch Physical harassment or inflicting pain	Cyber- bullying	Personal intimidation, impersonation, exclusion, personal humiliation, false reporting. More information on cyberbullying can be found at: https://www.webwise.ie/parents/
Verbal	Name-calling Hurtful, insulting or humiliating remarks about a child’s appearance, ability/disability, family, race or religion, gender or sexuality (perceived or real) Spreading mean, hurtful or untrue gossip or rumours about an individual	Emotional	Deliberately excluding or isolating a child Intimidation Belittling someone’s efforts Ganging up on an individual

All types of bullying are damaging and quite often difficult to detect – particularly verbal and emotional bullying – due to the secrecy upon which it relies. In many cases of bullying, the victim is too frightened to tell. There are no innocent bystanders when it comes to bullying. As parents, teachers or children we all have a part to play in ensuring that those around us can live a life free from bullying.

HOW WOULD YOU KNOW IF YOUR CHILD IS BEING BULLIED?

The following may be indications that your child is being bullied. It’s important to bear in mind, however, that many ‘signs’ of bullying can also be signs of other difficulties. No one sign on its own should be seen as absolute proof that bullying has occurred. It’s important to investigate unexplained changes in your child’s behaviour.

If your child is being bullied they may . . .

- Be Unusually anxious, nervous or tense
- Develop sleeping problems, such as nightmares, bed-wetting, sleeplessness
- Develop eating problems
- Have unexplained bruises, scratches, etc.
- Come home regularly with books, clothes or other possessions damaged or missing
- Constantly ask for or steal money
- Begin to bully others
- Become reluctant to go to school, to go out to play or to continue with other usual activities
- Become reluctant to walk to or from school or other activities
- Show a deterioration in school performance
- Become isolated or withdrawn
- Become anxious or evasive when asked if they have a problem Children may make excuses for any of the above.

WHAT CAN YOU DO IF YOU SUSPECT YOUR CHILD IS BEING BULLIED?

- Ask: It's often not easy for children to tell, so it's important to ask your child about bullying. Let them know that they can tell you if they have a problem.
- Talk: Discuss the problem with your child and
- Get Help: Identify the places where the bullying is happening. If the bullying is school related, talk to the class teacher and/or school principal. It may help to make an appointment. It is important to have your facts straight before raising the issue with the how it might be resolved. Your child should not be encouraged to retaliate as there may be a risk of injury.
- Help your child to understand that bullying is wrong and that victims should never blame themselves when bullying takes place.
- Listen to what your child tells you. If your child feels that they are being bullied, acknowledge this.

PRACTICAL ADVICE YOU CAN GIVE YOUR CHILD

Tell your child to...

- Try and avoid situations where they may be isolated or confronted in bullying situations
- Walk away smartly if they see them approaching if possible
- Tell a parent or teacher about any bullying – even if the bullying is against someone else
- Remember the **Stay Safe** rules: **Say 'No' – get away and tell** an adult who can help.
- Standing tall and looking confident
- Making eye contact, using a strong and firm voice to say something like, "Stop it" or "Go away" or "I'm going to report you to the teacher".
- Staying calm even though they feel upset and very angry.

WHAT YOU CAN DO TO PREVENT YOUR CHILD FROM BEING BULLIED?

It's important for your child to learn that they have a right to say 'no' and to tell of any situation that they find uncomfortable or threatening. A child needs to have good self-esteem and confidence to say 'no' and to tell. The more confident your child is, the less likely they will become a victim of abuse. You can build up your child's self-esteem and confidence in the way that you praise, encourage, talk and listen to your child.

- Provide opportunities to talk over little difficulties, problems or fears with your child. Listen to what they are saying to you.
- Let your child know that they can tell you if they have a problem.
- Remember – if your children can't come to you with their little problems, they're less likely to come to you with their bigger ones.

WHY DO CHILDREN ENGAGE IN BULLYING?

There are many reasons why children engage in bullying. They may not recognise the potential impact of their words and actions on others. Children who bully may also have been bullied themselves. Some children that engage in bullying, suffer from a lack of self-confidence and have low self-esteem. Some may be attention seekers, trying to impress others by their bullying behaviour. Children who are under pressure to succeed at all costs may try to bully their way to success.

WHAT TO DO IF YOUR CHILD ENGAGES IN BULLYING BEHAVIOUR:

- Talk to your child and try to find out what the problem is. Children who are prepared to admit being involved, will find it much easier to get the problem solved and change their behaviour. They should be encouraged to do this
- It is important that the child feels that your support will help solve the problem
- Children who engage in bullying behaviour are often ashamed when the truth is discovered & will need reassurance that you will help re-establish their standing with others in a way that creates goodwill all round
- Some young people may not realise that they are bullying. Others deliberately set out to hurt. Let the child know that it's wrong to bully. Explain how the other child/children feel. Try to get your child to understand the other child/children's point of view
- **Contact your child's teacher/principal** and let them know about the problem. Parents and teachers **working together** can help the child. Other people who care for your child may also be able to help with this problem.

Framework to support schools in reflecting on policy and practice in accordance with the *Anti-Bullying Procedures for Primary and Post-Primary Schools (2013)*- AT Woodstock ETNS a key component of SSE acknowledges the importance of reflective practice where in the following is considered by the Whole School Community

Areas	Characteristics of a school with a positive school culture and environment
Inclusion	<ul style="list-style-type: none"> • Is welcoming of difference and diversity and fosters inclusivity • Encourages respect, trust, care, consideration and support for others • Takes particular care of its 'at risk' pupils • Uses its monitoring systems to facilitate early intervention where necessary and responds to the needs, fears or anxieties of individuals in a sensitive manner • Has the capacity to change in response to pupils' needs
Attitudes and values	<ul style="list-style-type: none"> • Promotes social responsibility, tolerance and understanding amongst all its members both in school and out of school • Acknowledges the right of each member of the school community to enjoy school in a secure environment • Raises awareness amongst the entire school community (including school management, teachers and other staff members, pupils, parents, volunteers etc.) that bullying is unacceptable behaviour and encourages pupils to disclose and discuss bullying behaviour in a non-threatening environment, and responds appropriately • Is open, supportive and encourages pupils to disclose and communicate bullying behaviour • Identifies aspects of the curriculum through which positive and lasting influences can be exerted towards forming pupils' attitudes and values
Education and prevention strategies	<ul style="list-style-type: none"> • Implements a range of education and prevention strategies to raise awareness of and address bullying • Ensures comprehensive supervision and monitoring through which all aspects of school activity are kept under observation • Has a range of education and prevention strategies in place to explicitly deal with the issue of cyberbullying and identity-based bullying including homophobic bullying, 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 • Ensures that parents and pupils have a clearly defined role and responsibility in helping to prevent and address school-based bullying behaviour and to deal with any negative impact within the school of bullying behaviour that occurs elsewhere • Works with and through the various local agencies in countering all forms of bullying and anti-social behaviour • Monitors the effectiveness of the education and prevention strategies in place
Relationships and interactions	<ul style="list-style-type: none"> • Promotes respectful relationships across the school community • Builds empathy and respect in pupils • Encourages positive relationships that build empathy amongst peers – pupil / pupil and teacher / teacher and between and among groups • Encourages its staff, under the leadership of the principal, to act in preventing bullying / aggressive behaviour by any member of the school community

