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**ANTI-BULLYING POLICY**

September 2020



# ANTI-BULLYING POLICY

## Contents

1. Compliance
2. The Key Principles of Best Practice
3. What is Bullying?
4. St. Attracta's J.N.S. Education & Prevention Strategies
5. St. Attracta's J.N.S. Procedures re Bullying Behaviour
6. Supports for Pupils Affected by Bullying
7. The Supervision & Monitoring of Pupils
8. Prevention of Harassment
9. Monitoring, Evaluation & Review
10. Conclusion

## Appendices

Appendix 1 – Types of Bullying

Appendix 2 – Impact & Indicators of Bullying Behaviour

Appendix 3 – How Parents can Support their Child

Appendix 4 – Template for Recording Bullying Behaviour

Appendix 5 – Checklist for Annual Review of the Anti-Bullying Policy

Appendix 6 – Written Notification to Parents of Annul Policy Review

## 1. FULL COMPLIANCE

In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB, *the Board of Management of St. Attracta's Junior National 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 and Child Protection Procedures for Primary and Post Primary Schools 2017.

## 2. KEY PRINCIPLES OF BEST PRACTICE

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

- ❖ A positive school culture and climate which:
  - is welcoming of difference and diversity and is based on inclusivity;
  - encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment;
  - 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, 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)
- ❖ On-going evaluation of the effectiveness of the Anti-Bullying Policy.

In St. Attracta's Junior National School we believe that our pupils have the right to learn in a safe, caring and supportive environment, free from all kinds of intimidation and without fear of being bullied.

As our school is well disciplined, well organised, and well supervised this minimises the occurrence of bullying.

We have adopted the **"Circle Time, Golden Rules"** in an effort to promote and foster positive self- esteem, self-discipline, respect for self and others, and an awareness of the rights and responsibilities we each have as part of any group.

In dealing with bullying we distinguish between the child and the behaviour. However, ***bullying is wrong*** and will not be tolerated.

### **3. WHAT IS BULLYING?**

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

***Bullying is unwanted negative behaviour, verbal, psychological or physical conduct, 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, extortion, isolation, and persistent name calling,
- cyber bullying
- 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, special educational needs or intellectual ability

Isolated or once-off incidents of intentional negative behaviour do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's code of behaviour.

However, in the context of this policy, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with our school's code of behaviour.

This policy applies to activities and events that take place:

- During school time (including break times)
- School tours/trips

St. Attracta's J.N.S. reserves the right to take action against bullying perpetrated outside the school which spills over into the school.

***Additional information on different types of bullying is set out in Appendix 1 of this policy.***

#### **4. OUR EDUCATION & PREVENTION STRATEGIES**

In St. Attracta's Junior School - in keeping with our mission statement - we aim to provide a happy, caring and secure learning environment in which the individual student is enabled to achieve his/her full potential. We also try to create a welcoming, safe, respectful and inclusive atmosphere in school. Respect for another is central to our dealings with all school personnel. All members of the school community are expected to show respect to one another in all that they say and in all that they do.

In St. Attracta's Junior School, we strive to prevent, rather than to cure bullying within the school. We believe that the discipline and order of the school has a great influence on the attitudes and behaviour of the child. We strive to have an atmosphere within the school that is peaceful and harmonious.

Bullying affects everyone, not just those who are bullied and who bully. It affects other children who watch, and less aggressive pupils who can be drawn in by group pressure. It

can also affect the class dynamic and can be upsetting for children in the class who fear they may also be bullied.

Bullying is not an inevitable part of school life or a necessary part of growing up, and it rarely sorts itself out.

***In St. Attracta's Junior School the following education and prevention strategies are employed by staff throughout the school:***

- ❖ St. Attracta's Junior School is a "**TELLING SCHOOL**" in that children are encouraged to tell if they feel they are being bullied by another child or group of children. Children are also strongly encouraged to tell a teacher or parent if they feel another child is being victimised in any way.
- ❖ The school's Anti-Bullying Policy is drawn to the attention of children (in an age-appropriate way) and parents each year; a copy of the Anti-Bullying Policy is circulated to the parents of incoming pupils; the policy is highlighted at the meeting for parents of new pupils held in May each year; parents are obliged to accept the policy in writing when accepting a place for their child in St. Attracta's J.N.S; the policy it is also available on the school website.
- ❖ Each Year, around late September early October, a module on Bullying is taught in all classes in the curricular area Social Personal and Health Education.
- ❖ There is a focus on building self-esteem, resilience, overall emotional wellbeing, self-respect and respect for others through the three strands of the Social & Personal Health Education (S.P.H.E.) programme – Me; Myself and Others; Myself and the Wider World.
- ❖ The Stay Safe Programme will be taught to all classes in the school from the 2019/20 school year
- ❖ The Grow in Love programme, the core resource for the teaching of Religious Education in our school, includes teaching in the area of moral formation. From learning that they are loved as individuals, i.e. accepted and respected, they move on to learning about loving others within their home, school, community and wider community.
- ❖ Teachers may use other elements of the Primary Curriculum, such as Drama, to explore themes related to bullying/Anti-Bullying.
- ❖ There is a very inclusive approach re Special Educational Needs, with a strong emphasis on an atmosphere of mutual respect.
- ❖ Supplementary programmes may be used with children with SEN - according to need e.g. social stories. The school will specifically consider the additional needs of pupils with SEN with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately

- ❖ The supervision of pupils is regularly reviewed, with a view to improving the safety and security afforded to the children.
- ❖ At other times during the school year class and assembly time is allocated to the subject of bullying, emphasising the unacceptability of bullying behaviour and the need to tell.

Overall this school strives to create an atmosphere in which children will feel secure, knowing that they will be listened to, and encouraged to report incidents of bullying behaviour.

**The following advice is given to children who are being bullied.**

**REMEMBER!**

- **Tell!** Silence is the bully's greatest weapon
- Tell yourself that you do not deserve to be bullied and that bullying is wrong.
- Tell others that you do not deserve to be bullied and that bullying is wrong.
- Be proud of who you are. It is good to be an individual. You are unique!
- Try not to show that you are upset. It is hard, but a bully enjoys someone's fear.
- Stay with a group of friends/people. There is safety in numbers.
- Be assertive. Shout, "**NO, GO AWAY!**"! Walk confidently away. Go straight to a teacher or member of staff.
- Fighting back may make things worse.
- Generally it is best to tell an adult you trust straight away. You will be listened to and will get immediate support.

**REMEMBER!**

- Teachers will listen to you, and will deal with bullies in a way that will end the bullying and will not make things worse for you.

**The following appendices to this policy endeavour to help parents identify:**

*Some of the types of bullying behaviour that can occur amongst pupils - Appendix 1*  
*Impacts of bullying behaviour and Indicators of bullying behaviour – Appendix 2*  
*How Parents can Support their Child – Appendix 3*

## **5. OUR PROCEDURES RE BULLYING BEHAVIOUR**

- A pupil or parent may bring a bullying concern to **any** teacher in the school. It is common practice that the relevant teacher for investigating and dealing with bullying issues is the class teacher who deals with bullying incidents which affect any child/children in his/her own class. The Principal and Deputy Principal are always on hand to assist or advise the teacher if needed.
- **A parent should never approach a child in relation to bullying incidents.**
- All reported incidents - including anonymous reports of bullying - are investigated and dealt with promptly by the class teacher, whose primary aim is to resolve any

issues and to restore, as far as is practicable, the relationship of the parties involved (rather than apportion blame).

- In investigating and dealing with bullying, the teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved. In that way pupils gain confidence in "telling". It will be made clear, by all teachers and regularly at whole school assemblies, that when children report incidents of bullying they are not considered to be telling tales but are behaving responsibly.

It is very important that all involved understand the approach from the outset.

- **Non-teaching staff**, special needs assistants, secretaries or any other ancillary staff will report any incidents of bullying behaviour witnessed by them or mentioned to them, to the relevant teacher.
- **Parents and pupils** are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationship of the parties involved as quickly as possible. The support and co-operation of parents is paramount in dealing with and resolving bullying issues.
- **Teachers** will take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents. In so far as possible, incidents will be investigated outside the classroom situation to ensure the privacy of all involved.
- All interviews will 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 class teacher will seek answers of **what, where, who, when** and **why**. This will be done in a calm manner, setting an example in dealing effectively with conflict in a non-aggressive manner.
- If a group is involved, each member may be interviewed individually at first. Thereafter, all those involved will be met as a group. At the group meeting, each member will 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 the group will be supported through the possible pressures that may face them from the other members of the group after being interviewed by the teacher. In some cases it may also be appropriate and helpful to ask those involved to write down their account of the incident(s).
- In cases where it has been determined by the teacher that bullying has occurred, the parents of the parties involved will be contacted at an early stage to inform them of the matter and explain the actions being taken, according to school policy. The Principal will be informed if such a meeting is to take place. The school will give the parents an opportunity to discuss ways in which they can reinforce or support the actions being taken by the school and the supports for their pupils.

- Where the teacher has determined that a pupil has been engaged in bullying behaviour, it will be made clear to him/her how he/she is in breach of the school's Anti-Bullying Policy and efforts will be made to try to get him/her to see the situation from the perspective of the pupil being bullied.
- It will be made clear to all involved (pupils and their parents) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parents and the school.
- Follow-up meetings with the relevant parties involved will 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. This can have a therapeutic effect.
- In cases where the class teacher considers that the bullying behaviour **has not** been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour has occurred, this must be recorded by the teacher in the recording template (See Appendix 4) and the Principal and Deputy Principal will be informed.
- 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, and
  - any feedback received from the parties involved, their parents or the school Principal or Deputy Principal.
- Where a parent is not satisfied that the school has dealt with a bullying case in accordance with the above procedures, the parents must be referred, as appropriate, to the Board of Management.
- In the event that a parent has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parents of their right to make a complaint to the Ombudsman for Children.
- While all reports, including anonymous reports of bullying will be investigated and dealt with by the relevant teacher, the teacher will use his/her professional judgement in relation to the records to be kept of these reports, the actions taken and any discussions with those involved regarding same. If the teacher is in any doubt, he/she will consult with the Principal or Deputy Principal.
- ***If it is established by the relevant teacher that bullying has occurred, a written record must be kept and passed on to the Principal or Deputy Principal. These records will be kept in a secure place in the school.***



- In cases where this school has serious concerns in relation to managing the behaviour of a pupil, the advice of the National Education Psychological Service (N.E.P.S.) will be sought.
- Where the Principal and Deputy Principal deem that the incident is serious and where the behaviour is regarded as potentially abusive, the school will consult with the H.S.E. Children and Family Social Services and/or the Gardaí as appropriate (in accordance with the Children First and the Child Protection Procedures for Primary and Post-Primary Schools)
- Where a teacher has concerns about a child, the Designated Liaison Person (Tommy Neary) must be immediately informed. If doubt exists as to whether a report should or should not be made the Designated Liaison Person will seek advice from the HSE Children and Family Social Services.

## 6. SUPPORTS FOR PUPILS AFFECTED BY BULLYING

**Pupils who have been bullied** will be provided with opportunities to participate in activities designed to raise their self-esteem, to develop their friendship and social skills and thereby build resilience whenever this is needed.

**Pupils involved in bullying behaviour** need assistance on an on-going basis. For those with low self-esteem, opportunities will be developed to increase feelings of self-worth. Learning strategies will be applied within the school to allow for the enhancement of the pupil's self-worth. Pupils who engage in bullying behaviour may also need professional counselling to help them learn other ways of meeting their needs without violating the rights of others.

**Pupils who observe incidents of bullying behaviour** will be encouraged to discuss them with teachers. An opportunity to do this is during regular Circle Time activities or as part of the S.P.H.E. /R.S.E. programme in class.

## 7. THE 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.

## 8. 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, ability, race, and membership of the Traveller community.

## 9. MONITORING, EVALUATION & REVIEW

- As part of the Child Protection Oversight Report, the Principal will provide a report to the Board of Management setting out:
  - (i) the overall number of bullying cases reported (by means of the bullying recording template at Appendix 4) since the previous report to the Board and
  - (ii) confirmation that all cases referred to at (i) above have been or are being, dealt with in accordance with the school's Anti-Bullying policy, the Anti-Bullying Procedures for Primary and Post-Primary schools, and Sections 9.6 and Section 9.3.8 of the Child Protection Procedures for Primary and Post-Primary Schools 2017 .
- The minutes of the Board of Management meeting will record the above but in doing so will not include any identifying details of the pupils involved.
- This policy and its implementation will be reviewed by the Board of Management once in every school year.
- A standard checklist will be used in undertaking the review. (Appendix 5) The school will put in place an action plan to address any areas for improvement identified by the review.
- 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's Association. (Appendix 6).
- A record of the review and its outcome will be made available, if requested, to the patron and the Department. This school's Anti-Bullying Policy and its procedures to support the pupil's well-being will be part of whole school and other evaluations by the Department inspectorate.

## CONCLUSION

All members of the teaching staff and the Board of Management were involved in the preparation of this policy. The views of parents were sought.

This Anti-Bullying Policy has been made available to school personnel, published on the school website and provided to the Parents' Association. All parents are asked to study the policy and are expected to sign agreement with its terms prior to their child's enrolment in the school.

This policy was initially adopted and ratified by St. Attracta's Junior School Board of Management on 20<sup>th</sup> May 2014 and has been reviewed on an annual basis since that date.

It was reviewed on 21<sup>st</sup> September 2020



Signed: \_\_\_\_\_ Date: 21<sup>st</sup> September 2020

Paddy Gough,  
Chairperson, B.O.M.



Signed: \_\_\_\_\_ Date: 21<sup>st</sup> September 2020

Tommy Neary,  
Principal

**PLEASE NOTE: The information in the following Appendices is intended for adult reading and may not be suitable for children of Junior School age.**

## **APPENDIX 1 - TYPES OF BULLYING**

The following are some of the types of bullying behaviour that can occur amongst pupils:

**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.

**Isolation/exclusion and other relational bullying:** 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); non-verbal gesturing; malicious gossip; spreading rumours about a person or giving them the "silent treatment".

**Cyber-bullying:** This type of bullying is increasingly common and is continuously evolving. It is bullying carried out through the use of information and communication technologies such as 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 (day or night). 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.

**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.

## **APPENDIX 2 – IMPACT AND INDICATORS OF BULLYING BEHAVIOUR**

### **Impacts of bullying behaviour**

- Pupils who are being bullied may develop feelings of insecurity, humiliation and extreme anxiety and thus may become more vulnerable. Self-confidence may be damaged with a consequent lowering of self-esteem. While they may not talk about what is happening to them, their suffering is indicated through changes in mood and behaviour. Extreme cases of bullying may result in suicide. It is, therefore, essential to be alert to changes in behaviour as early intervention can be very effective.
- Pupils who witness bullying may also be affected and may suffer in similar ways to those who are bullied. For example, pupils who witness identity-based bullying and share that identity can experience anxiety and feel under threat themselves. Pupils can also feel guilt or distress at not being able to help the person being bullied.
- There are also consequences for individuals who engage in bullying behaviour. Pupils who become involved in such behaviour can be at higher risk of depression. Other possible long-term consequences may include an increased risk of developing an anti-social personality, anxiety disorders, a likelihood of substance abuse and law-breaking behaviour in adulthood and decreased educational and occupational attainment.

### **Indicators of bullying behaviour**

The following signs and symptoms may suggest that a pupil is being bullied:

- (i) Anxiety about travelling to and from school e.g. requesting parents to drive or collect him/her, changing travel routes, avoiding regular times for travelling to and from school;
- (ii) Unwillingness to go to school, refusal to attend, truancy;
- (iii) Deterioration in educational performance, loss of concentration and loss of enthusiasm and interest in school;
- (iv) Pattern of physical illnesses e.g. headaches, stomach aches;
- (v) Unexplained changes either in mood or behaviour which may be particularly noticeable before returning to school after weekends or more especially after longer school holidays;
- (vi) Visible signs of anxiety or distress e.g. stammering, withdrawing, nightmares, difficulty in sleeping, crying, not eating, vomiting, bedwetting;
- (vii) Spontaneous out-of-character comments about either pupils or teachers;
- (viii) Possessions missing or damaged;
- (ix) Increased requests for money or stealing money;
- (x) Unexplained bruising or cuts or damaged clothing; and
- (xi) Reluctance and/or refusal to say what is troubling him/her.

There may be other signs depending on the individual and his/her circumstances. The above signs do not necessarily mean that a pupil is being bullied but if repeated or occurring in combination, these signs do warrant investigation in order to establish what is affecting the pupil.

## APPENDIX 3 - HOW PARENTS CAN SUPPORT THEIR CHILD

### 1. Support Re Bullying other than cyber bullying

- Teaching a child to say “NO” in a good assertive tone of voice will help deal with many situations. A child’s self-image and body language may send out messages to potential bullies.
- Parents should approach their child’s teacher by appointment if the bullying is school related. It is important for you to understand that bullying in school can be difficult for teachers to detect because of the large numbers of children involved. Teachers will appreciate bullying being brought to light. School bullying requires that parents and teachers work together for a resolution.
- Sometimes parental advice to a child is to “hit back” at the bully if the abuse is physical. This is not always realistic as it requires a huge amount of courage and indeed sometimes makes the situation worse.
- Children should not be encouraged to engage in violent behaviour. Teaching children to be more assertive and to tell is far more positive and effective.
- It is important to be realistic; it will not be possible for a single child to assert his/her rights if attacked by a group. Children should be advised to get away and tell in situations such as this.
- Keep an account of incidents to help you assess how serious the problem is. Many children with a little help overcome this problem very quickly.

### 2. Support Re Cyber Bullying – Take precautions now when your child is young; don’t wait for a crisis!

We endorse the advice given from the Irish 'Sticks and Stones' Anti-Bullying Programme. A representative, Patricia Kennedy, wrote the following words in the Irish Daily Mail on October 31, 2012:

***"Cyber bullying is NOT 24/7; it's only 24/7 if a child is allowed access to their phone or the internet.***

- *Don't let your own ignorance get in the way of common sense. A simple rule is 'no phones after bedtime.' Have a drawer in the kitchen that all phones are left in.*
- *Try turning off the WIFI when you are going to bed to make sure there are no 3 a.m. online arguments. The Anti-Bullying initiative I represent, Sticks and Stones, work with children from all backgrounds, from designated disadvantaged schools to fee-paying schools, and we are constantly surprised at the level of innocence that most children have in relation to the 'friends' they make online.*
- *They don't think there are any dangers involved in chatting with strangers online, and they don't think there are any repercussions involved for them regarding what they post.*
- *In our Anti-Bullying workshops, children tell us one of the reasons they don't 'tell' about bullying is that parents 'overreact'. Don't be that parent.*

- *If your child tells you that they are being bullied — don't lose your temper; above all don't threaten to take their phone or internet access away — you're just guaranteeing they'll never tell you anything again.*
- *Remain calm and ask questions — who, what, why, where, when. Get the facts, write it down, keep the text/phone messages or take a screen shot from the computer so you are informed when you approach the school, internet or phone provider, or Gardaí.*
- *Talk to your children; let them know they can talk to you; keep the channels of communication open."*

And we endorse the advice given by the USA's Federal Department of Health:

### ***"Be Aware of What Your Kids are doing On-line***

- *Talk with your kids about cyber bullying and other online issues regularly.*
- *Know the sites your kids visit and their online activities. Ask where they're going, what they're doing, and who they're doing it with.*
- *Tell your kids that as a responsible parent you may review their online communications if you think there is reason for concern. Installing parental control filtering software or monitoring programs are one option for monitoring your child's online behaviour, but do not rely solely on these tools.*
- *Have a sense of what they do online and in texts. Learn about the sites they like. Try out the devices they use.*
- *Ask for their passwords, but tell them you'll only use them in case of emergency.*
- *Ask to "friend" or "follow" your kids on social media sites or ask another trusted adult to do so.*
- *Encourage your kids to tell you immediately if they, or someone they know, is being cyber bullied. Explain that you will not take away their computers or mobile phones if they confide in you about a problem they are having.*

### ***Establish Rules about Technology Use***

- *Establish rules about appropriate use of computers, mobile phones, and other technology. For example, be clear about what sites they can visit and what they are permitted to do when they're online. Show them how to be safe online.*
- *Help them be smart about what they post or say. Tell them not to share anything that could hurt or embarrass themselves or others. Once something is posted, it is out of their control whether someone else will forward it.*
- *Encourage kids to think about who they want to see the information and pictures they post online. Should complete strangers see it? Real friends only? Friends of friends? Think about how people who aren't friends could use it.*
- *Tell kids to keep their passwords safe and not share them with friends. Sharing passwords can compromise their control over their online identities and activities."*

**We encourage you to look at the Learners Page on our school website - [www.stattractasjns.ie](http://www.stattractasjns.ie) with links to Internet Safety Websites**

## What If Your Child Is Bullying?

1. **Don't panic.** This may be a temporary response to something else in the child's life e.g. a new baby, a death in the family, a difficult home problem etc. Give your child an opportunity to talk about anything that could be upsetting him/her.
2. **Don't punish bullying by being a bully yourself.** Avoid an aggressive approach, it could make the situation worse. Talk to your child and try to find out if there is a problem. Explain how the victim felt. Try to get the child to understand the victim's point of view. This would need to be done over time.
3. Bullies often suffer low self-esteem. Use every opportunity you can to praise good, considerate, helpful behaviour. Don't only look for negatives.
4. Talk to your child's teacher and find out more about your child's school behaviour. Enlist the teacher's help in dealing with this. It is important that you both take the same approach.
5. If the situation is serious you may need to ask the school or G.P. to refer your child to the child guidance clinic for help.



## APPENDIX 4 - 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)

Pupil Concerned	
Other Pupil	
Parent	
Teacher	
Other	

**4. Location of incidents**  
(Tick relevant box)(es)

Playground	
Classroom	
Corridor	
Toilets	
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**

**9. Details of action taken**

Signed: \_\_\_\_\_ (Relevant Teacher) Date: \_\_\_\_\_

Date Submitted to Principal/ Deputy Principal: \_\_\_\_\_

## APPENDIX 5 - CHECKLIST FOR ANNUAL REVIEW OF THE ANTI-BULLYING POLICY AND ITS IMPLEMENTATION

		YES	NO
1	Has St. Attracta's Junior School Board of Management adopted an Anti-Bullying Policy that fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools?	✓	
2	Has the Board published the policy on the school website and provided a copy to the Parent's Association?	✓	
3	Has the Board ensured that the policy has been made available to school staff (including new staff)?	✓	
4	Is the Board satisfied that school staff is sufficiently familiar with the policy and procedures to enable it to effectively and consistently apply the policy and procedures in their day to day work?	✓	
5	Has the Board ensured that the policy has been adequately communicated to all pupils?	✓	
6	Has the policy documented the prevention and education strategies that the school applies?	✓	
7	Have all of the prevention and education strategies been implemented?	✓	
8	Has the effectiveness of the prevention and education strategies that have been implemented been examined?	✓	
9	Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	✓	
10	Has the Board received and minuted the periodic summary reports of the Principal?	✓	
11	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?	N/A	
12	Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	✓	
13	Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?		✓
14	Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	N/A	
15	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	
16	Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	N/A	
17	Has the Board put in place an action plan to address any areas for improvement?	N/A	

Signed: \_\_\_\_\_

Date: 21/09/2020

Paddy Gough, Chairperson, B.O.M.

*Thomas Neary*

Signed: \_\_\_\_\_,

Date: 21/09/2020

Tommy Neary, Principal

## APPENDIX 6 – NOTIFICATION REGARDING THE BOARD OF MANAGEMENT'S ANNUAL REVIEW OF THE ANTI-BULLYING POLICY

**To: All Parents /Guardians,**

The Board of Management of St. Attracta's Junior National School wish 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 21<sup>st</sup> September 2020.

This review was conducted in accordance with the checklist set out in Appendix 5 of the school's Anti-Bullying Policy and complies with the Department of Education & Skills Anti-Bullying Procedure for Primary and Post-Primary Schools.



Signed: \_\_\_\_\_,

Date: 21<sup>st</sup> September 2020

Paddy Gough, Chairperson, B.O.M.



Signed: \_\_\_\_\_,

Tommy Neary

Date: 21<sup>st</sup> September 2020

Principal