**Anti-Bullying Policy**

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 Fedamore National School has **adopted the following anti-bullying policy** (after review following cyberbullying training in March 2019) 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.

Fedamore N.S. 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) 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;

Fedamore National School acknowledges the right of each member of the school community to enjoy school in a secure environment.

Fedamore National School acknowledges the uniqueness of each individual and his/her worth as a human being.

Fedamore National School promotes positive habits of self-respect, self-discipline and responsibility among all its members.

Fedamore National School prohibits vulgar, offensive, sectarian or other aggressive behaviour or language by any of its members.

Fedamore National Sschool has a clear commitment to promoting equity in general and gender equity in particular in all aspects of its functioning.

Fedamore National School has the capacity to change in response to pupils’ needsand does so accordingly.

Fedamore National School identifies aspects of curriculum through which positive and lasting influences can be exerted towards forming pupils’ attitudes and values.

Fedamore National School takes particular care of "at risk" pupils and uses its monitoring systems to facilitate early intervention where necessary and it responds to the needs, fears or anxieties of individual members in a sensitive manner.

Fedamore National School recognises the need to work in partnership with and keep parents informed on procedures to improve relationships on a school-wide basis.

Fedamore National School recognises the role of parents in equipping the pupil with a range of lifeskills.

Fedamore National School recognises the role of other community agencies in preventing and dealing with bullying.

Fedamore National School promotes habits of mutual respect, courtesy and an awareness of the interdependence of people in groups and communities.

Fedamore National School promotes qualities of social responsibility, tolerance and understanding among all its members both in school and out of school.

Fedamore National 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.

Fedamore National School staff model respectful behaviour to all members of the school community at all times.

Fedamore National School staff explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.

Fedamore national School Staff display key respect messages in classrooms, in assembly areas and around the school. Involve pupils in the development of these messages.

Fedamore National School Staff actively use “Catch them being good” - notice and acknowledge desired respectful behaviour by providing positive attention.

Fedamore National School staff 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.

Fedamore national School Staff give constructive feedback to pupils when respectful behaviour and respectful language are absent.

Fedamore national School Staff have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.

Fedamore National School Stall explicitly teach pupils about the appropriate use of social media.

Fedamore National School Staff 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.

Fedamore National School staff actively involve parents and/or the Parents’ Association in awareness raising campaigns around social media.

Fedamore National School staff actively promote the right of every member of the school community to be safe and secure in school.

Fedamore National Achool staff highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas.

Fedamore National School staff actively watch out for signs of bullying behaviour.

Fedamore National School staff ensure there is adequate playground/school yard/outdoor supervision.

Fedamore National School staff can get pupils to help them to identify bullying “hot spots” and “hot times” for bullying in the school e.g. in the playground/school yard/outdoor areas, cloakrooms, corridors and other areas of unstructured supervision and times where there is less structured supervision such as when pupils are in the playground/school yard or moving between classrooms.

**(b) Effective leadership**

**(c) A school-wide approach**

**(d) A shared understanding of what bullying is and its impact**

**(e) Implementation of education and prevention strategies (including awareness raising measures) that**-

* build empathy, respect and resilience in pupils; and
* explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying;
* effective supervision and monitoring of pupils;

**(f) Effective supervision and monitoring of pupils**

**(g) Supports for staff**

**(h) Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and**

**(i) On-going evaluation of the effectiveness of the anti-bullying policy.**

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

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

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

* deliberate exclusion, malicious gossip and other forms of relational bullying,
* cyber-bullying and
* identity-based bullying such as homophobic bullying, racist bullying, 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.

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

(as set out in Section 2 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools 2013)*

* **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 namecalling 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**.**

**Examples of bullying behaviours**

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| **General behaviours which apply to all types of bullying** | * 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. |
| **Cyber** | * **Denigration**: Spreading rumors, 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 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” * Use or terminology such as ‘nerd’ in a derogatory way |
| **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 |

**Relevant Teachers:** In Fedamore National School the member of teaching staff who has responsibility for investigating and dealing with bullying is referred to as the “relevant teacher” .

The **relevant teacher(s)** for investigating and dealing with bullying is (are) as follows: The supervising staff member while on yard duty or/ and the class teacher. **Any teacher may be a relevant teacher when circumstances warrant it.**

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| The Relevant Teachers in Fedamore National School are:   |  |  |  | | --- | --- | --- | | Principal | Deputy Principal | S.E.T. | | Úna Dalton | Emma Spillane | Michelle O Neill |   **Any teacher may be a relevant teacher when circumstances warrant it.** |

**Prevention and awareness of bullying:**

Access to technology within Fedamore N.S. means the prevention of bullying is an integral part of Fedamore National School written anti-bullying policy and includes documenting the measures being taken by Fedamore National School to explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.

Effective practice **education and prevention strategies implemented at Fedamore national School** (including strategies specifically aimed at cyber- bullying, homophobic and transphobic bullying) are as follows (see Section 6.5 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

- Prevention and awareness raising measures across all aspects of bullying including cyberbullying focusing on appropriate online behaviour, how to stay safe while on-line and also on developing a culture of reporting any concerns about cyber-bullying and strategies to engage pupils in addressing problems when they arise. In particular, such strategies for building empathy, respect and resilience in pupils through SPHE programmes including Stay Safe, Relationship and Sexuality Education, Walk Tall, Wellbeing in Primary Schools, Webwise, HTML Heros

- Opportunities for pupils to develop self esteem and a positive sense of self worth through curricular and extra curricular programmes including S.P.H.E., S.E.S.E., R.E. Greenschools.

- Initiatives and programmes focused on developing pupils’ awareness and understanding of bullying, including its causes and effects, explicitly within the issue of identity-based bullying and in particular homophobic and transphobic bullying. For example, the inclusion of LGBT posters on notice boards, discussions with parents about specific statements of welcome and respect for LGBT members of the school community, teaching the Social, Personal, Health Education (SPHE) resource, *Growing Up LGBT* and participating in LGBT awareness events are just some of the ways in which a school can address homophobic and transphobic bullying. XXXXXXXXXXXXXX come back tothis

- Fedamore National School’s approach to tackling and preventing bullying takes particular account of the needs of pupils with disabilities or with special educational needs. Approaches to decreasing the likelihood of bullying for pupils with SEN include improving inclusion, focusing on developing social skills, paying attention to key moments such as transitioning from primary to post-primary and cultivating a good school culture which has respect for all and helping one another as central.

- Fedamore National School’s prevention and awareness raising measures need to be appropriate to the type of bullying and take into account the age and gender of the pupils involved. Fedamore National School raises awareness of bullying so that all members of the school community understand what bullying is and how the school deals with bullying behaviour, giving the parents of a pupil who is being bullied the confidence to approach the school and also helping to send a clear message to the parents of a pupil who is engaged in bullying behaviour that they have a major responsibility in addressing their child’s behaviour.

- Fedamore National School’s staff can influence attitudes to bullying behaviour in a positive manner through a range of curricular initiatives. promoting of respect for diversity and inclusiveness. The SPHE curriculum makes specific provision for exploring bullying as well as the inter-related areas of belonging and integrating, communication, conflict, friendship, personal safety and relationships. The Stay Safe and Relationship and Sexuality Education programmes enhance children’s self-protection skills including their ability to recognise and cope with bullying.

- There is space within the teaching of all subjects to foster an attitude of respect for all: to promote the value of diversity; to address prejudice and stereotyping and to highlight the unacceptability of bullying behaviour. In English, there is a wide range of literature available which could be used to stimulate discussion. In SESE the interdependence of people in communities at local, national and international levels is addressed. The work could be extended into many other areas such as Art, Drama, Religious Education, and Physical Education. Co-operation and group enterprise can be promoted through team sports, school clubs and societies as well as through practical subjects. Sporting activities in particular can provide excellent opportunities for channelling and learning how to control aggression.

**Education and Prevention strategies at Fedamore N.S.**

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| **School-wide approach**   * A school-wide approach to the fostering of respect for all members of the school community. * The promotion of the value of diversity to address issues of prejudice and stereotyping, and highlight the unacceptability of bullying behaviour. * The fostering and enhancing of the self-esteem of all our pupils through both curricular and extracurricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions. * Whole staff professional development on bullying to ensure that all staff develops an awareness of what bullying is, how it impacts on pupils’ lives and the need to respond to it-prevention and intervention. * School wide awareness raising and training on all aspects of bullying, to include pupils, parent(s)/guardian(s) and the wider school community. * Supervision and monitoring of classrooms, corridors, school grounds, school tours and extra- curricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers. Supervision will also apply to monitoring student use of communication technology within the school. * Provision of a safe school environment, supporting pupils and encouraging a culture of peer respect and support. (Buddy’s) * Anti-Bullying code for the school-to be included in pupil diary and displayed publicly in classrooms and in common areas of the school. * Anti-bullying policy is discussed with pupils and all parent(s)/guardian(s)s are asked to sign acceptance of the Code of Behaviour on enrolment. Copy available for viewing by appointment in the school. * The implementation of regular whole school awareness measures e.g. in September and at the start of every term and as the need arises * 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. * Ensuring that pupils know who to tell and how to tell, e.g.: * Direct approach to teacher * Get a parent(s)/guardian(s) or friend to tell on your behalf. * Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place. * Clear protocols to encourage parent(s)/guardian(s) to approach the school if they suspect that their child is being bullied. Open door policy in the school. Make an appointment as necessary. * Fedamore N.S. , Child Safeguarding Statement including Acceptable Use Policy and Mobile phone Policy includes the necessary steps to ensure that the access to technology within the school is strictly monitored. * Supports currently being used in the school, SPHE Programme, Cyberbullying, Webwise, HTML Heroes and the identification of other supports available to the school e.g. GLEN [www.glen.ie](http://www.glen.ie), BeLonGTo [www.belongto.org](http://www.belongto.org)   **Implementation of curricula**   * The full implementation of the SPHE and the RSE , Stay Safe and Walk Tall Programmes. * Continuous Professional Development for staff in delivering these programmes. * School wide delivery of lessons on bullying from evidence based programmes, e.g. Stay Safe Programme, The Walk Tall Programme. * School wide delivery of lessons on **Relational aggression** , **Cyber Bullying** Be Safe-Be Web wise, Web wise Primary teachers’ resources, HTML Heroes), **Homophobic and Transphobic Bullying** ,**Diversity and Interculturalism,**  SPHE curriculum, Stay Safe, Walk Tall, Relationships and Sexuality Education, Webwise, HTML Heroes, Wellbeing in Primary schools, Toolkit for Diversity, NEPS, Tusla, An Gardai * Delivery of the Garda SPHE Programme. These lessons, delivered by Community Gardai, cover issues around personal safety and cyber-bullying * The school will specifically consider the additional needs of SEN pupils with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately. Revision /Reinforcement of cyberbullying programme * The school will implement the advice in “Sexual Orientation advice for schools” (RSE Primary, see booklet).   **Links to other policies**   * Child Safeguarding, Code of Behaviour, Child Protections policy, Supervision of pupils, Acceptable Use policy, Attendance, Mobile phone and devices, Arrivals/ Dismissals Policy, School Outings Policy, Health and Safety Policy, Garda Vetting Policy, Codes of Conduct for teaching and non teaching staff policy, Disciplinary Procedures for teaching staff policy, Special Educational Needs Policy, Intimate care policy, Administration of medicine policy, First Aid policy, ICT Policy, Critical Incident Management Policy, Home School Liaison Policy, Use of external persons policy, Use of external Sports Coaches, One to one teaching activities policy, One to one counselling policy, Student Teacher Placement policy, Students undertaking work experience in the school policy |

**Consistent investigation, follow up and recording of bullying behaviour at Fedamore N.S. (including use of established intervention strategies for dealing with cases of bullying behaviour and preventing its continuation.)**

**-**  A pupil or parent may bring a bullying concern to any teacher in the school**.**

- Individual teachers must take appropriate measures regarding reports of bullying behaviour in accordance with Fedamore national School’s anti-bullying policy.

- The member of teaching staff who has responsibility for investigating and dealing with bullying is referred to as the “relevant teacher”. In Fedamore N.S. the relevant teacher will normally be the class teacher.

## Established intervention strategies

* . Given the complexity of bullying behaviour it is generally acknowledged that that no one intervention works in all situations and regular review is important.
* Intervention strategies at Fedamore N.S. include: explicit teaching about bullying behaviour through SPHE,Stay Safe, Walk Tall, Relationships and Sexuality Education, Be Safe, Webwise, HTML Heroes

### Procedures for investigating and dealing with bullying

1. 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);
2. 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;
3. All reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher ie class teacher. 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;
4. Non-teaching staff special needs assistant (SNA), cleaner is encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher ie class teacher;
5. 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 relationships of the parties involved as quickly as possible;
6. It is very important that all involved (including each set of pupils and parents) understand the above approach from the outset;
7. Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents;
8. Incidents are generally best investigated outside the classroom situation to ensure the privacy of all involved;
9. 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;
10. When analysing incidents of bullying behaviour, the relevant teacher ie class 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;
11. 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;
12. Each member of a group should be supported through the possible pressures that they may face them from the other members of the group after interview by the teacher;
13. It may also be appropriate or helpful to ask those involved to write down their account of the incident(s);
14. In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parents 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 parents an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports for their pupils;
15. 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;
16. It must also be made clear to all involved (each set of pupils and 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;
17. 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. This can have a therapeutic effect;
18. In cases where the relevant 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, it must be recorded by the relevant teacher in the recording template at **Appendix 3**
19. 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;
20. Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents must be referred, as appropriate, to the school’s complaints procedures;
21. 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.

### Procedures for recording bullying behaviour

Fedamore N.S. Board of Management must ensure that the school has clear procedures for the formal noting and reporting of bullying behaviour and these must be documented in the school’s anti-bullying policy. All records must be maintained in accordance with relevant data protection legislation. The school’s procedures for noting and reporting bullying behaviour must adhere to the following:

1. While all reports, including anonymous reports of bullying must be

investigated and dealt with by the relevant teacher, the relevant 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;

1. 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.
2. The relevant teacher must use the recording template at **Appendix 3** to record the bullying behaviour in the following circumstances:
   1. 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; and
   2. 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.

In each of the circumstances at (a) and (b) above, the recording template at **Appendix 3** must be completed in full and retained by the teacher in question and a copy provided to the Principal or Deputy Principal as applicable. It should also be noted that the timeline for recording bullying behaviour in the recording template at **Appendix 3** does not in any way preclude the relevant teacher from consulting the Principal or Deputy Principal at an earlier stage in relation to a case.

### Bullying as part of a continuum of behaviour

Bullying behaviour can be part of a continuum of behaviour rather than a stand-alone issue and in some cases behaviour may escalate beyond that which can be described as bullying to serious physical or sexual assault or harassment. In cases where a school has serious concerns in relation to managing the behaviour of a pupil, the advice of the National Education Psychological Service (NEPS) should be sought.

### Referral of serious cases to the HSE

In relation to bullying in schools, [*Children First National Guidance for the Protection and Welfare of Children 2011* (Children First)](http://www.dcya.gov.ie/documents/Publications/ChildrenFirst.pdf)and the [*Child Protection Procedures for Primary and Post-Primary Schools*](http://www.education.ie/en/Schools-Colleges/Information/Child-Protection/cp_procedures_primary_post_primary_2011.pdf) provide that in situations where “the incident is serious and where the behaviour is regarded as potentially abusive, the school must consult the HSE Children and Family Social Services with a view to drawing up an appropriate response, such as a management plan”. See also Fedamore N.S. Child safeguarding Statement 2019.

Serious instances of bullying behaviour should, in accordance with the Children First and [*the Child Protection Procedures for Primary and Post-Primary Schools*,](http://www.education.ie/en/Schools-Colleges/Information/Child-Protection/cp_procedures_primary_post_primary_2011.pdf) be referred to the HSE Children and Family Services, 061-483097,483098 and/or Gardaí 061-351102,061-214340 as appropriate.

The [*Child Protection Procedures for Primary and Post-Primary Schools*](http://www.education.ie/en/Schools-Colleges/Information/Child-Protection/cp_procedures_primary_post_primary_2011.pdf) also provide thatwhere school personnel have concerns about a child but are not sure whether to report the matter to the HSE, the Designated Liaison Person must seek advice from the HSE Children and Family Social Services, Tusla on 061- 483097/483098

### Supports for pupils affected by bullying

Pupils who have been bullied may need counselling and/or 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 must also be part of the school’s intervention process. Pupils involved in bullying behaviour need assistance on an ongoing basis. For those with low self-esteem, opportunities should be developed to increase feelings of self-worth. It is, therefore, important that the learning strategies applied within the school allow for the enhancement of the pupil’s self-worth. Pupils who engage in bullying behaviour may need counselling to help them learn other ways of meeting their needs without violating the rights of others.

Pupils who observe incidents of bullying behaviour should be encouraged to discuss them with teachers/ parents/ an adult they trust.

Fedamore National School’s programme of support for working with pupils affected by bullying is as follows:

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| * 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.   - Buddy / Peer mentoring system  - Group work such as circle time   * If pupils require counselling of further supports the school will endeavour to liaise with the appropriate agencies to organise same. 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. |

Supervision and Monitoring of Pupils

Fedamore National School 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.

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| * There are agreed appropriate monitoring and supervision practices in the school. * Bullying danger spots been identified in consultation with pupils. * Class teachers through SPHE, RE and SET through social skills programmes support measures to counteract bullying behaviour * Senior pupils, involved as a resource to assist in counteracting bullying model appropriate behaviour and offer a Buddy system to younger pupils. * Greenschools supports inclusivity incorporating senior and junior class pupils. * In relation to Fedamore National School Acceptable Use Policy the following issues addressed:   + A Internet sessions supervised by a teacher.   + Pupils’ Internet usage is regularly monitored by the teacher   + Pupils have been instructed to use only approved class accounts for email purposes and to use these only under teacher supervision.   (The Schools Broadband Programme has blocked all social networking sites on the basis that they waste time and take up too much of the bandwidth which is been provided for educational purposes only). |

**Prevention of Harassment**

Fedamore National School 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 10/06/2019

This policy is available to school personnel, is accessible by appointment to parents and pupils and provided to the Parents’ Association . A copy of this policy will be made available to the Department and the patron as requested.

This policy and its implementation will be reviewed by the Board of Management during Child Safeguarding Statement Review. Written notification that the review has been completed will be made available to school personnel, will be accessible by appointment to parents and pupils and provided to the Parents’ Association. A record of the review and its outcome will be made available, as requested, to the patron and the Department.

Signed: Donal O Brien \* Signed: Emma Spillane\*

(Chairperson of Board of Management) (Deputy Principal)

Date: 10/06/2019 Date: 10/06/2019

Date of next review: 2020/2021 school year

\*Computerised signature: Original signature on original document