



**CILL FLAINN**

AG FÁS, AG FOGHLAIM, AG FORBAIRT

## **ANTI-BULLYING POLICY**

### **Introduction**

In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the National Education Welfare Board (NEWB), the Board of Management of Scoil Treasa Naofa 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.

### **Content of Policy**

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

- ❖ A positive school culture and climate which-
  - ❖ is welcoming of difference and diversity and is based on inclusivity;
  - ❖ encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
  - ❖ promotes respectful relationships across the school community;  
See Table A (6.1.5.Procedures): Key elements of a positive school culture and climate, and also Appendix 2: Practical tips for building a school culture and climate.
- ❖ 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;
- ❖ Effective supervision and monitoring of pupils;
- ❖ Supports for staff;
- ❖ Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
- ❖ On-going evaluation of the effectiveness of the Anti-Bullying Policy.

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.***

Additional information on different types of bullying is set out in Section 2 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*. A copy of this publication is available in the display compartment along with this policy.

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.

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

### Examples of bullying behaviours

<p><b>General behaviours which apply to all types of bullying</b></p>	<ul style="list-style-type: none"> <li>• Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc.</li> <li>• Physical aggression</li> <li>• Damage to property</li> <li>• Name calling</li> <li>• Slagging</li> <li>• The production, display or circulation of written words, pictures or other materials aimed at intimidating another person</li> <li>• Offensive graffiti</li> <li>• Extortion</li> <li>• Intimidation</li> <li>• Insulting or offensive gestures</li> <li>• The “look”</li> <li>• Invasion of personal space</li> <li>• A combination of any of the types listed.</li> </ul>
<p><b>Cyber</b></p>	<ul style="list-style-type: none"> <li>• <b>Denigration:</b> Spreading rumors, lies or gossip to hurt a person’s reputation</li> <li>• <b>Harassment:</b> Continually sending vicious, mean or disturbing messages to an individual</li> <li>• <b>Impersonation:</b> Posting offensive or aggressive messages under another person’s name</li> <li>• <b>Flaming:</b> Using inflammatory or vulgar words to provoke an online fight</li> <li>• <b>Trickery:</b> Fooling someone into sharing personal information which you then post online</li> <li>• <b>Outing:</b> Posting or sharing confidential or compromising information or images</li> <li>• <b>Exclusion:</b> Purposefully excluding someone from an online group</li> <li>• <b>Cyber stalking:</b> Ongoing harassment and denigration that causes a person considerable fear for his/her safety</li> <li>• Silent telephone/mobile phone call</li> <li>• Abusive telephone/mobile phone calls</li> <li>• Abusive text messages</li> <li>• Abusive email</li> <li>• Abusive communication on social networks e.g. Facebook/Ask.fm/ Twitter/You Tube or on games consoles</li> <li>• Abusive website comments/Blogs/Pictures</li> <li>• Abusive posts on any form of communication technology</li> </ul>

<b>Identity Based Behaviours</b> <b>Including any of the nine discriminatory grounds mentioned in Equality Legislation</b> (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).	
<b>Homophobic and Transgender</b>	<ul style="list-style-type: none"> <li>• Spreading rumours about a person’s sexual orientation</li> <li>• Taunting a person of a different sexual orientation</li> <li>• Name calling e.g. Gay, queer, lesbian...used in a derogatory manner</li> <li>• Physical intimidation or attacks</li> <li>• Threats</li> </ul>
<b>Race, nationality, ethnic background and membership of the Traveller community</b>	<ul style="list-style-type: none"> <li>• Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background</li> <li>• Exclusion on the basis of any of the above</li> </ul>
<b>Relational</b>	<p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"> <li>• Malicious gossip</li> <li>• Isolation &amp; exclusion</li> <li>• Ignoring</li> <li>• Excluding from the group</li> <li>• Taking someone’s friends away</li> <li>• “Bitching”</li> <li>• Spreading rumours</li> <li>• Breaking confidence</li> <li>• Talking loud enough so that the victim can hear</li> <li>• The “look”</li> <li>• Use or terminology such as ‘nerd’ in a derogatory way</li> </ul>
<b>Sexual</b>	<ul style="list-style-type: none"> <li>• Unwelcome or inappropriate sexual comments or touching</li> <li>• Harassment</li> </ul>
<b>Special Educational Needs, Disability</b>	<ul style="list-style-type: none"> <li>• Name calling</li> <li>• Taunting others because of their disability or learning needs</li> <li>• Taking advantage of some pupils’ vulnerabilities and limited capacity to recognise and defend themselves against bullying</li> <li>• Taking advantage of some pupils’ vulnerabilities and limited capacity to understand social situations and social cues.</li> <li>• Mimicking a person’s disability</li> <li>• Setting others up for ridicule</li> </ul>

The relevant teacher(s) for investigating and dealing with bullying is (are) as follows:

Principal

Deputy Principal

All class teachers

(see Section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary Schools)

## **Investigation Procedure**

The relevant teacher for investigating and dealing with pupil to pupil bullying in Scoil Treasa Naofa is firstly the class teacher. Incidents that prove difficult to resolve or incidents that involve pupils from more than one class group will be referred to the principal.

Investigating will follow the advised 'TED' talk.

T = Tell me more

E = Explain further

D = Describe the incident

## **Education and Prevention Strategies**

The education and prevention strategies (including strategies specifically aimed at cyber-bullying, homophobic and transphobic bullying) that will be used by the school are as follows (see Section 6.5 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

- Each teacher will record all anti-bullying lessons taught in Cuntas Míosúil.
- The SPHE curriculum, including the Walk Tall, RSE and Stay Safe programmes, are used throughout the school to deliver lessons on anti-bullying.  
At least five awareness-raising exercises per school year for each class group (4<sup>th</sup> - 6<sup>th</sup> classes) proactively explaining the nature and variety, causes, consequences and unacceptability of bullying. Children will be encouraged to disclose and discuss incidents of bullying behaviour. They will be helped to differentiate between incidents of a minor nature and those that constitute bullying. They will also be taught the difference between 'telling tales' and asking for help.
- Positive self-esteem is fostered among the pupils by celebrating individual differences, by acknowledging good behaviour and by providing opportunities for success.
- Pupils are helped to develop empathy by discussing feelings and by trying to put themselves in the place of others.

- Teachers respond sensitively to pupils who disclose incidents of bullying.
- The school's anti-bullying policy is discussed regularly with the pupils.
- Staff are particularly vigilant in monitoring pupils who are considered at risk of bullying/being bullied.
- Parents contribute to and support the school's anti-bullying policy by encouraging positive behaviour both at home and at school, by being vigilant for signs and symptoms that their child is being bullied or is bullying others, by communicating concerns to the school.
- Pupils are helped to examine the issue of bullying in a calm rational, age appropriate manner, outside of the tense context of particular bullying incidents. In the process they are made more aware of the nature of bullying and the various forms that it can take.
- Pupils are made aware that the consequences of bullying behaviour are always bad for those who are targeted, even if this is not always obvious at the time.
- Pupils are encouraged to recognise, reject and report bullying behaviour by either a spontaneous verbal report or through questionnaires that are regularly used in the school. Teachers at each class level will choose an interviewing tool 'TED Talk' for use at each class level.
- An annual audit of professional development needs with a view to assessing staff requirements through internal staff knowledge/expertise and external sources.
- Professional development with specific focus on the training of the relevant teacher(s).
- 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.
- See Appendix 2 Activities to promote Our Positive School Culture
- Ensuring that pupils know who to tell and how to tell, e.g.:
  - Direct approach to teacher at an appropriate time, for example after class.
  - Hand note up with homework.
  - Prayer/Worry Box
  - 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.

The development of an Acceptable Use Policy in the school to include the necessary steps to ensure that the access to technology within the school is strictly monitored. There are no mobile phones or devices allowed in school unless deemed absolutely necessary by the school authority.

### **Implementation of curricula**

- The full implementation of the SPHE curriculum and the RSE and Stay Safe Programmes.
- Continuous Professional Development for staff in delivering these programmes.
- School wide delivery of lessons on bullying from evidence based programmes, e.g., Safe Programme, The Walk Tall Programme, RSE. (\*See 'Making the Links' showing all highlighted areas covered plus additional programmes/ resources)
- Delivery of the Garda SPHE Programmes at primary level. 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.
- The school will implement the advice in "Sexual Orientation advice for schools" (RSE Primary, see attached).

### **Links to other policies**

Listed are examples of policies, practices and activities that are particularly relevant to bullying, e.g. Code of Behaviour, Child Safeguarding Statement and Risk Assessment, Supervision of pupils, Acceptable Use policy, Attendance, Sporting activities, SEN Policy

### **Procedures to Prevent Cyber Bullying:**

- Staff, pupils, parents and Board of Management (BoM) will be made aware of issues surrounding cyber bullying.
- Pupils and parents will be urged to report all incidents of cyber bullying to the school.
- Staff participation in Continuous Professional Development will assist in learning about current technologies.
- Pupils will learn about cyber bullying through Social, Personal and Health Education (SPHE), assemblies, friendship week/day activities and other curriculum projects.

- Parents will be provided with information and advice on how to combat cyber bullying.
- Pupils, parents and staff will be involved in reviewing and revising this policy and school procedure.
- All reports of cyber bullying will be investigated, recorded, stored in the Principal's office and monitored regularly.
- The school will engage a speaker annually to facilitate a workshop on cyber bullying for 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> classes.
- The Gardaí will be contacted in cases where actual or suspected access to illegal content arises.
- Through presentations by agencies such as TUSLA, ISPC or Gardai or other exercises, parents and guardians are made aware of the nature of bullying and the signs that might indicate that a pupil is being bullied. They are encouraged to be vigilant in watching out for signs of bullying and to report any suspicion of bullying they may have to the relevant teacher' (in the case of staff members) or any staff member (in the case of parents/guardians).

(Note that 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).

Child Protection Procedures for Primary and Post Primary Schools, pg 17 & 18 , defines bullying as a type of child abuse states

'Children First National Guidance 2017 and the Anti-Bullying Procedures provide that in cases of serious instances of bullying where the behaviour is regarded as possibly abusive, a referral may need to be made to Tusla or An Garda Síochána as appropriate. Where school personnel have concerns about a child arising from alleged bullying behaviour but are not sure whether to report the matter to Tusla, the designated liaison person shall seek advice from Tusla in accordance with the procedures set out in chapter 5 of these procedures.'

### **Investigation, Follow Up, Recording and Intervention Strategies**

**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.



### **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; (See 'Is it Bullying Checklist' and templates for Recording Incident/ Notification of Bullying and the formal template for when Recording Bullying Behaviour. )
- 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 using the 'Ted Talk'. 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, (see templates), 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;
- The pupil who has engaged in bullying behaviour will be asked to sign a promise to end the behaviour and this will be noted as a 'mistake.' If the pupil has signed a promise but then chooses to break that promise and continues the bullying behaviour, this can then no longer be considered a 'mistake.' In such a case the parent(s)/guardian:
  - will be invited to a meeting with the relevant teacher and the principal.

- informed of the nature and extent of the bullying behaviour with a view to agreeing a strategy whereby a promise to end the bullying behaviour would be honoured.
- will be requested to countersign their daughter/son's promise.
- Breach of this additional promise by further bullying behaviour is regarded as a very grave matter and a serious sanction may be imposed by the school authorities (See sanctions below).

The parents of the bullied child will also be informed. A meeting will be arranged for the relevant teacher and principal to speak to the parents of the bullied child and the school's programme for supporting pupils who have been bullied discussed. A plan of action will be decided.

- All documentation regarding bullying incidents and their resolution is retained securely in the school **until the children involved reach 21 years of age (nine years after the pupil leaves 6th class).**

Where a pupil has been found to be engaged in bullying behaviour, has formally promised to stop **and has broken that promise on two occasions,** the case will be referred to the Board of Management and the pupil may be suspended from the school. The Board of Management reserves the right to expel a pupil if the bullying behaviour does not stop.

### **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(template on Aladdin) 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 will store all records in a file in the office and on Aladdin.

### **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; and

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 list of behaviours as outlined in Appendix 3 will be recorded and reported immediately to the principal. These will be in line with the school's code of behaviour.

When the recording template is used, it must be retained by the relevant teacher (on Aladdin) and a copy maintained by the principal. (These records will be kept on Aladdin and a hard copy in a file in the school office.)

#### **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)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 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.
  - Pastoral care system
  - Buddy / Peer mentoring system
  - Friendship Week
  - Student Support Team
  - Group work such as circle time
  - Cool, Calm & Confident Programme (NEPS)
  - ACT Therapy
  
- 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.

### **Bullied pupils**

- Ensuring the school culture fosters respect for bullied pupils and all pupils.
- Ensuring the school culture fosters empathy towards and support for bullied pupils.
- Indicating clearly that the bullying is not the fault of the targeted pupil through the awareness-raising programme.
- Indicating clearly that the bullying is not the fault of the targeted pupil through the speedy identification of those responsible and speedy resolution of bullying situations.
- Making adequate counselling facilities within the school available to pupils who need it in a timely manner and/or arrange a referral to an appropriate external agency.
- Helping bullied pupils raise their self-esteem by encouraging them to become involved in activities that lead them to experience and help them to develop friendships and improve their social skills.
- Parents/Guardians will be invited to co-operate with the school in implementing this support strategy.

### **Bullying pupils**

- Bullying pupils who reform are not blamed or punished.
- Praise bullying pupils who reform are doing the right and honorable thing.
- Making adequate counselling facilities available to help those who need to learn other ways of meeting their needs besides violating the rights of others.
- Helping bullying pupils raise their self-esteem by encouraging them to become involved in activities that lead them to experience and help them to develop friendships and improve their social skills.
- Using learning strategies throughout the school and the curriculum.
- Endeavour to help enhance pupils' feelings of self-worth by providing in-class and extra-curricular opportunities.
- In dealing with negative behavior in general, encourage teachers and parents to focus on, challenge and correct the behaviour while supporting the child.

### **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.

### **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 22/11/2021

This policy has been made available to school personnel, published on the school website and provided to the Parents' Association. A copy of this policy will be made available to the Department of Education and Skills and to the patron if requested.

### **Monitoring and Review**

This policy and its implementation will be reviewed by the Board of Management each school term. Written notification that the review has been completed will be made available to school personnel, published on the school website and provided to the Parents' Association. A record of the review and its outcome will be made available to the Department of Education and Skills and to the patron if requested.

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

(Chairperson of Board of Management)

Signed : \_\_\_\_\_ (Caroline Lynch Chairperson)

Principal \_\_\_\_\_(Nora Falvey)

Date: 22<sup>nd</sup> November 2021

## Activities to Promote Our Positive School Culture

### Activities to promote a positive school culture in Scoil Treasa

#### Naofa:

- Modelling of desired behaviour - respect is key.
- SSP - targeted groups & individuals for social skills, self-esteem etc.
- HSCL/ Parents' Association - parent courses, communication lines open (Pre-Covid)
- Extra-curricular activities; hurling, football, cross country, music, drama, lego club
- Links with the community - hurling club, camogie, football, rugby. athletics
- Curricular - each child is given the opportunity to succeed; differentiation, playing to strengths and interests-AMAZING Wall Display Weekly award
- Incredible Years - most staff are trained but all are aware of strategies and use them daily. The ethos of the school is to focus on the positive, catch them being good.
- Assemblies - celebrate achievements, showcase talents, celebrate milestones, praise friendly behaviour, manners and respectful behaviour.
- Facebook & Website - showcase our successes, keeping parents informed, highlighting achievements; individuals, groups and whole school.
- Awareness amongst staff; each September staff meeting (and regularly throughout the year) behaviour is discussed and it is ensured that all are aware of procedures.
- All school staff are asked to monitor children and report any concerns to the relevant teacher.
- Staff initiatives e.g. Step counting - all children were excited & interested.
- Staff relations - social committee organise events- Christmas Party, Wellbeing Activities
- Internet Safety - Ger gives parent sessions on internet safety pre-Covid, Cybersafekids webinar for children and parents annually.
- Supervision - 4-5 Adults on yard at all times. 2 Teachers and 3 SNAs (2 SNAs at lunchtime)- 2 on junior yard and 2-3 on senior yard. On wet days these adults circulate around the classrooms and monitor behaviour.
- Student council - quite active pre-Covid, hoping to resume in term 2 if restrictions allow.
- Best line on yard PE equipment for winning class group or 5 minutes extra time to play
- Pre-Covid - Play-stations on yard with older children acting as play leaders.
- Whole school awareness measures:
  - Friendship week
  - Intercultural day - pre-Covid held each year. Children of all cultures and backgrounds welcomed into school to showcase their traditions, food, dress etc.
  - Grandparents day

- Maths/Literacy/Science for Fun
- Anti-bullying surveys
- Assembly awards
- Anti-bullying parent's session
- Random act of kindness week
- SPHE curriculum - walk tall, stay safe & RSE
- Christmas Calendar of Kindness
- Active School Flag Activities
- Strong culture of telling, pupils and parents are always encouraged to communicate issues to teachers. Our strong communication links with parents is very helpful with this, they are never afraid to message on Alladin, call, email or talk to staff if problems arise.
- Principal meet and greet in the morning.
- Anti-bullying policy - clear and structured guidelines for teachers, parents and pupils - expectations are clear.
- DFL - discipline for learning - step system - clear boundary setting.
- Mindfulness week completed during lockdown; children and parents were encouraged to take time out for wellbeing under guided instruction from Ms McMahon. Yoga, mindfulness meditations etc.
- Buddy bench
- Zumba Dance Teacher
- Amber Flag
- Active School- Playground leaders School Committee
- Catch you being good
- Kindness Chart- colour in
- Hope Show Box Appeal
- Amazing Work Wall
- Kindness Chain
- Online Dance Class- After Christmas

## Amber Flag 2021 - 2022

- Happiness Homework
- Feel Good Fridays
- LAYA Super Troopers Health, Nutrition and Well-being Programme
- Annual Christmas Panto from The Gaiety Theatre (virtual)
- December Homework - Acts of Kindness Choice Board (class of creativity)
- Christmas Jumper Day
- Active Schools Initiative
- Visit from Santa with a selection box for each child
- WOW (Walk on Wednesdays)
- Pieta House Fundraiser
- Weaving Well-being Return to School Pack / Activities
- World Mental Health Day - October 10<sup>th</sup>, 2021
- Remote Learning - Wellbeing Choice Boards
- Kater4Kids Healthy Eating Cookery Lessons
- Food Dudes Healthy Eating Programme
- Healthy Eating Day of Action-5<sup>th</sup> Class
  - Cooking Club-Following a healthy recipe and cooking it-  
Quesadillas/Smoothies/Healthy Granola
  - Incredible Edibles/ Agri-Aware Fitness Webinar 25th March (Whole School)
  - Incredible Edibles Keep Well Webinar 2: Eat Well to Keep Well" (Whole School)
- STARCAMP-Whole School Virtual St. Patrick's Day Webinar
- Basketball coaches
- Rugby coaches

## Is it Bullying? Checklist...

Consider.....		YES	NO
1	Is the behaviour repeated? Only repeated incidents can be regarded as bullying. Once off incidents fall under the Code of Behaviour. However see 2 below		
2	Have there been any offensive or hurtful public messages or images placed on a social networking site or public forum? Can the bullying image, statement or message be viewed or repeated by other people? NB: One such incident qualifies as cyber bullying.		
3	Is the behaviour planned?		
4	Is there unwanted negative behaviour inflicted on the victim?		
5	Is the unwanted negative behaviour of a physical, verbal or psychological character?		
6	Is the behaviour inflicted by one person, or is there a group involved?		
7	Is the victim deliberately targeted?		
8	Do the behaviours involve deliberate exclusion, isolation, malicious gossip or other forms of relational aggression?		
9	Are the behaviours targeting an aspect of the victim's identity? For example physical, verbal or psychological aggression which is directed at their sexual orientation, their race, religion, ethnicity or traveller background.		
10	Are the behaviours targeting the victim because they have Special Educational Needs?		

- **Recording of Incident/ Notification of Bullying**

(Informal Stage of Recording Bullying Behaviour)

- Name/Names:

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- Date: \_\_\_\_\_

- Witnessed/ Notified by:

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- Account of witness or notification:

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- Action Taken:

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- Is it deemed Bullying -Please circle
- Yes or No

Signed:

- Teacher \_\_\_\_\_
- Principal \_\_\_\_\_



## Appendix 3 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	<input type="checkbox"/>
Other Pupil	<input type="checkbox"/>
Parent	<input type="checkbox"/>
Teacher	<input type="checkbox"/>
Other	<input type="checkbox"/>

### 4. Location of incidents (tick relevant box(es))\*

Playground	<input type="checkbox"/>
Classroom	<input type="checkbox"/>
Corridor	<input type="checkbox"/>
Toilets	<input type="checkbox"/>
School Bus	<input type="checkbox"/>
Other	<input type="checkbox"/>

### 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	<input type="checkbox"/>	Cyber-bullying	<input type="checkbox"/>
Damage to Property	<input type="checkbox"/>	Intimidation	<input type="checkbox"/>
Isolation/Exclusion	<input type="checkbox"/>	Malicious Gossip	<input type="checkbox"/>
Name Calling	<input type="checkbox"/>	Other (specify)	<input type="checkbox"/>

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

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 8. Brief Description of bullying behaviour and its impact

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### 9. Details of actions taken

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

Date submitted to Principal/Deputy Principal \_\_\_\_\_