

Paradise Place Educate Together National School

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Anti-Bullying Policy

The Board of Management of Paradise Place ETNS recognises the very serious nature of bullying and the negative impact that it can have on the lives of children 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 children 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 children
 - explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying
- ❖ Effective supervision and monitoring of children
- ❖ 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

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

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

- ❖ deliberate exclusion, malicious gossip and other forms of relational bullying
- ❖ cyber-bullying
- ❖ identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller or Roma 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.

Examples of bullying behaviours:

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

The relevant teacher(s) for investigating and dealing with bullying are as follows: (see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

- ❖ Principal
- ❖ Deputy Principal
- ❖ Class teacher
- ❖ Support teacher
- ❖ Any teacher may act as a relevant teacher if circumstances warrant it

Strategies for Anti-Bullying Prevention

The education and prevention strategies (including strategies specifically aimed at cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying) that will be used by the school are as follows:

Policy	<ul style="list-style-type: none">❖ This anti-bullying policy is clear and shared with all and reviewed regularly❖ We have an agreed and shared 'Good Relationships' behaviour policy which promotes positive behaviour and relationships throughout the school❖ We reward positive behaviour with praise through our 'Praise Books' and weekly 'Praise Assemblies'
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	<ul style="list-style-type: none"> ❖ Our whole school approach fosters respect for all members of the school community and promotes a culture of acceptance for all.
Curriculum	<ul style="list-style-type: none"> ❖ We implement in full the SPHE curriculum, including the RSE and Stay Safe programmes. ❖ We use Morning Circles, restorative practice and other strategies to improve the self-esteem of all children ❖ We give all children dedicated lessons on using the internet and social media safely and responsibly to combat cyber bullying.
Staff	<ul style="list-style-type: none"> ❖ All staff promote and model good behaviour and positive relationships. ❖ We work as a team, supporting one another and senior staff provide support for newer members of staff. All staff (including class teachers, support teachers, special needs assistants, caretaker, secretary, senior leaders) know about our anti-bullying policy and when and how to report bullying. ❖ We promote the concept of a “telling school” where children feel confident about reporting incidents of bullying against themselves or other children. It is made clear to all children that when they report incidents of bullying they are not considered to be ‘telling tales’ but are behaving responsibly. ❖ We encourage this culture of telling, with particular emphasis on the importance of bystanders. ❖ Our team of support teachers have dedicated time to listen to children and help to solve conflict. Our regular care teams provide space for staff to discuss any concerns and find solutions. ❖ We have comprehensive supervision and monitoring measures to ensure safety of the children i.e. keeping a close eye on lanes, stairs, yard and exits to ensure the safety of all children ❖ We act promptly on the concerns of parents/carers or teachers or children ❖ We monitor closely the behaviour of any seriously disruptive children ❖ We work closely with parents/carers to develop strong relationships and an open door so that they are comfortable approaching staff with concerns. ❖ We provide access to professional development for staff to ensure we have an awareness of what bullying is, how it impacts on children’ lives and the need to respond to it – including both prevention and intervention strategies.
Parents/Carers and Community	<ul style="list-style-type: none"> ❖ We develop strong relationships with parents/carers and encourage them to approach us with any concerns at the earliest possible opportunity



	<ul style="list-style-type: none"> ❖ The Home-School-Community Liaison (HSCL) teacher provides an additional informal contact with parents/carers to report concerns ❖ We promote initiatives to inform parents/carers about how to tackle bullying. ❖ We invite guest speakers to speak to parents/carers about bullying and supporting their child at home
Children	<ul style="list-style-type: none"> ❖ We make sure that children know who to tell and how to tell, e.g.: <ul style="list-style-type: none"> ○ Direct approach to a trusted adult at an appropriate time ○ Hand note up with homework. ○ Make a phone call ○ Anti-bully, niggle or worry box in the class ○ Get a parent/carer or friend to tell on your behalf. ○ Confidential questionnaires ❖ We work with children to ensure bystanders understand the importance of telling if they witness or know that bullying is taking place. ❖ We specifically consider children with support needs with regard to programme implementation and the development of skills and strategies to enable all children to respond appropriately.
Initiatives to Support	<ul style="list-style-type: none"> ❖ Our team of 'Anti-Bullying Ambassadors' promote kindness and positivity throughout the school year through a variety of student-led activities. ❖ Staff are trained in 'Restorative Practice' and use the model to solve conflicts ❖ We celebrate annual events or initiatives, like 'friendship week' or 'anti-bullying week' through assemblies, newsletters and class events ❖ Our 'School Citizen' awards annually celebrate positive role models ❖ We offer 1:1 support to those affected by bullying (both victims and perpetrators) through our Life Skills support workers and/or outside agencies. ❖ We use our student council and children's teams to contribute to a safe school environment e.g. lunchtime playleaders, young interpreters and other student support activities that can help to support children and encourage a culture of peer respect and support.

Reporting bullying behaviour

Any child 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 (e.g. secretary, IA, caretaker,



volunteer) must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher.

Procedures for investigating and dealing with child to child bullying

Every effort will be made to resolve the issue *informally* amongst the children concerned.

Teachers adopt a calm, unemotional problem-solving approach when dealing with incidents of bullying behaviour reported by children, staff or parents/carers.

Teachers will:

- ❖ Investigate outside the classroom to give privacy to the victim or the child engaged in bullying, in an attempt to get both sides of the story.
- ❖ Conduct all interviews with sensitivity and with due regard to the rights of all children concerned. Children who are not directly involved can also provide very useful information in this way. Seek answers to questions of what, where, when, who.
- ❖ If a group is involved, each member should be interviewed individually and then they should be met as a group. Each member should be asked for his account of what happened to ensure that everyone is clear about what everyone else has said.
- ❖ Each member of the group should be helped with support and advice to handle the possible pressures that often face him or her from the other members after interview by the teacher.
- ❖ Keep a written record of their discussions with those involved. It may also be appropriate or helpful to ask those involved to write down their account of the incident.
- ❖ If it is concluded that a child has been engaged in bullying behaviour, it should be made clear to him/her how they is in breach of the Code of Behaviour and try to get them to see the situation from the victim's point of view by using Restorative Justice practices.
- ❖ Arrange follow-up meetings with the two parties involved separately with a view to possibly bringing them together at a later date if the victim is ready and agreeable. This can have a therapeutic effect.
- ❖ In cases where it has been determined that bullying behaviour has occurred; meet with the parents or guardians of the two parties involved as appropriate. Explain the actions being taken and the reasons for them, referring them to the school policy. Discuss ways in which they can reinforce or support the actions taken by the school.
- ❖ Where the relevant teacher has determined that a child 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 child being bullied;
- ❖ It must also be made clear to all involved (each set of children and parents) that in any situation where disciplinary sanctions are required, this is a private matter between the child being disciplined, his or her parents and the school;
- ❖ 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 child who has been bullied is ready and agreeable. This can have a therapeutic effect;



- ❖ 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 1.
- ❖ 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 Principal or Deputy Principal;
- ❖ 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;
- ❖ 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.
- ❖ Where it is considered necessary two teachers may be involved in the investigation. Where it is deemed necessary the principal or deputy principal may also meet parents.

Follow-Up:

The following strategies may be used to show disapproval of unacceptable behaviour:

- ❖ Reasoning with the child
- ❖ Verbal reprimand, including how the behaviour has impacted on others and advice on how to improve
- ❖ Temporary separation from peers/friends
- ❖ Loss of privileges
- ❖ Prescribed additional work signed by the parents
- ❖ Referral to Principal or Deputy Principal
- ❖ Letter or communication with parents
- ❖ Recording of incidents of bullying to Board of Management
- ❖ For gross misbehaviour or repeated instances of serious misbehaviour, the Board of Management will consider suspension, as per Code of Behaviour.

Procedures for reporting and noting incidents

If parents/carers have concerns about their child being bullied they should inform the class teacher in the first instance. Reports of bullying either from parents/carers or staff members will be recorded. The teacher will investigate and act as outlined below.



It will be made clear that children reporting incidents of bullying are acting responsibly. As soon as an incident comes to the attention of a teacher, the teacher will follow the procedures for investigating and dealing with child to child bullying.

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.

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 relevant teacher must use the recording template at Appendix 1 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.

In each of the circumstances at (a) and (b) above, the recording template at Appendix 1 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 1 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.

Approaches in intervention

No-Blame Approach

Teachers will be positive to all parties and will endeavour to implement the no blame approach with the bully after the incident has been resolved. Teacher will focus on developing the self-esteem of all children involved in a bullying incident.

In extreme cases parents may be advised to seek counselling for their child from the HSE through their GP. For persistent or gross incidents of bullying outside agencies e.g. Tusla Child and Family Agency, Gardaí, CAMHS, SENO or NEPS psychologist may be informed. The school will follow the Children First Guidelines.

Supervision and Monitoring of Children

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 children or staff or the harassment of children 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 or Roma community.

Policy Ratification and Communication

This policy was adopted by the school's Board of Management on 29th April 2014 and has been updated in April 2018, September 2019 and September 2024. In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by Tusla, the Board of Management of Paradise Place ETNS 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.

This policy and its implementation will be reviewed by the Board of Management once in every school year. A copy of the policy and written notification of annual reviews will be made available to school personnel, be readily accessible to parents and children on request and provided to the Parents' Association. Copies of the policy and the record of annual reviews will also be made available, if requested, to the patron and the Department.



Appendix 1 - Template for recording bullying behaviour

1. Name of child being bullied and class group

Name _____ Class _____

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

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

Child concerned	<input type="checkbox"/>
Other Child	<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 or Roma community	Other (specify)



8. Brief Description of bullying behaviour and its impact

9. Details of actions taken

Signed: _____ (Relevant Teacher)

Date: _____

Date submitted to Principal/Deputy Principal: _____



Appendix 2

Checklist for annual review of the anti-bullying policy and its implementation

The Board of Management (the Board) must undertake an annual review of the school's anti-bullying policy and its implementation. The following checklist must be used for this purpose. The checklist is an aid to conducting this review and is not intended as an exhaustive list. In order to complete the checklist, an examination and review involving both quantitative and qualitative analysis, as appropriate across the various elements of the implementation of the school's anti-bullying policy will be required.

	Yes /No
Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the <i>Anti-Bullying Procedures for Primary and Post-Primary Schools</i> ?	
Has the Board published the policy on the school website and provided a copy to the parents' association?	
Has the Board ensured that the policy has been made available to school staff (including new staff)?	
Is the Board satisfied that school staff are sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day to day work?	
Has the Board ensured that the policy has been adequately communicated to all children?	
Has the policy documented the prevention and education strategies that the school applies?	
Have all of the prevention and education strategies been implemented?	
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	
Has the Board received and minuted the periodic summary reports of the Principal?	
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?	
Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	



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?	
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	
Has the Board put in place an action plan to address any areas for improvement?	

Signed _____
Chairperson, Board of Management

Date _____

Signed _____
Principal

Date _____



Appendix 3

Notification regarding the Board of Management's annual review of the anti-bullying policy

To: _____

The Board of Management of Paradise Place ETNS wishes to inform you that:

- The Board of Management's annual review of the school's anti-bullying policy and its implementation was completed at the Board meeting of _____ [date].
- This review was conducted in accordance with the checklist set out in **Appendix 4** of the Department's *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

Signed _____
Chairperson, Board of Management

Date _____

Signed _____
Principal

Date _____