Anti- Bullying Policy

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

2. 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-
    o is welcoming of difference and diversity and is based on inclusivity;
    o encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
    o 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:
    o build empathy, respect and resilience in pupils; and
    o explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.
- Effective supervision and monitoring of pupils;
- Supports for staff;
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
- On-going evaluation of the effectiveness of the Anti-Bullying Policy.

Definition of Bullying

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

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

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

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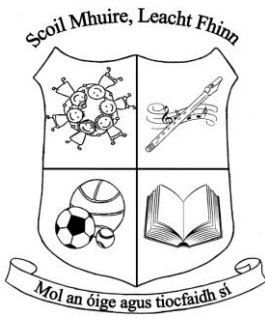
However, in the context of this policy, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

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

Types of Bullying

As per Section 2 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools,* the following are some of the types of bullying behaviour that can occur amongst pupils:

Physical aggression	This behaviour includes pushing, shoving, punching, kicking, poking and tripping people. It may also take the form of severe physical assault. While pupils often engage in 'mess fights', they can sometimes be used as a disguise for physical harassment or inflicting pain.
Intimidation	Some bullying behaviour takes the form of intimidation. It may be based on the use of very aggressive body language with the voice being used as a weapon. Particularly upsetting can be a facial expression which conveys aggression and/or dislike.
Isolation/exclusion and other relational bullying	This occurs where a certain person is deliberately isolated, excluded or ignored by some or all of the class group. This practice is usually initiated by the person engaged in bullying behaviour and can be difficult to detect. It may be accompanied by writing insulting remarks about the pupil in public places, by passing around notes about or drawings of the pupil or by whispering insults about them loud enough to be heard. Relational bullying- occurs when a person's attempts to socialise and form relationships with peers are repeatedly rejected or undermined. One of the most common forms includes control: 'Do this or I won't be your friend anymore' (implied or stated), a group ganging up against one person (boy or girl), 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, email, 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 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) that hurts, insults or humiliates should be regarded as a form of bullying behaviour. Often name calling of this type refers to physical appearance, e.g. size or clothes worn. Accent or distinctive voice characteristic 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 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	Demand 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.

<u>Relevant Teacher</u>

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

- The class teacher initially

- The Principal/Deputy Principal thereafter where necessary

- Any teacher may act as a relevant teacher if circumstances warrant it

The member of staff who has the responsibility for investigating and dealing with bullying is referred to as the "Relevant Teacher".

- The class teacher initially. This is the class teacher of the child who is allegedly being bullied. The Principal may ask any teacher to act as the relevant teacher should the circumstances warrant it.

Education and Prevention Strategies

5. The school-based 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

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School Based Education and Prevention Strategies:

- Scoil Mhuire adopts a school-wide approach to the fostering of respect for all members of the school community.
- Staff will actively watch out for signs of bullying behaviour. Teachers can influence attitude to bullying behaviour in a positive manner.
- Confidential Anti-Bullying Questionnaires will be administered in the school at least once per term from Second Class up, commencing September 2022. The class teacher follows up on any issues or concerns raised.
- The school will ensure adequate supervision and monitoring of classrooms, corridors, school grounds, school tours and extra-curricular activities. Non-teaching and ancillary staff are encouraged to be vigilant and report any issues to the relevant teachers. Supervision will also apply to the use of technology within the school.
- The school will arrange the delivery of the Respectful Online Communication delivered by the Community Garda as part of the Garda Schools Programme when/if available. This talk is aimed at Fifth/Sixth Class pupils.
- Special provision will be made for SEN or students identified as being vulnerable. This may involve work on social skills.
- The following initiatives also run in the school on an annual basis. They are aimed at fostering and encouraging a culture of respect and tolerance in school:
- Friendship Fortnight: October Weeks 3 & 4
- Anti-Bullying Awareness Month: November
- Friendly February
- Good Manners Month: March
- Wellbeing Week – May/June
- The Anti-Bullying Policy is available on our website and in the school office for parents/guardians.
- The school may engage the services of an outside agency e.g. Sticks & Stones to work with class groups if we feel that an intervention is warranted.
- Involvement of student council in contributing to a safe school environment e.g. activities that can help to support pupils and encourage a culture of peer respect and support.

Raising Awareness of bullying as a form of unacceptable behaviour.

- The development of displays in the school promoting friendship, heightening awareness of bullying behaviours.
- The Anti-Bullying Policy is discussed with pupils who are invited to offer feedback.
- An Anti-Bullying Week will be introduced
- Creation of an anti-bullying charter slogan for our schools which will be displayed in classrooms and corridors.

Create a culture of telling.

- The staff of Scoil Mhuire reinforce the message that all incidents of bullying behaviour must be reported with reference also the significance of the role of bystanders. Reassurance is given that all incidents of bullying will be dealt with in a safe manner.
- Ensure that pupils know who/how to tell:
- Direct approach to teacher/SNA on yard.

– Direct approach to class teacher at an appropriate time e.g. during break, before school etc.
– Hand note up with work/homework.
– Ask friend/peer to tell on his/her behalf.
– Ask parent/guardian to tell on his/her behalf.
– Administer a confidential questionnaire.

<u>Promoting a positive sense of self-worth, fostering empathy and building resilience</u>
- Rewarding incidents of good behaviour.
- Formal and informal interactions.
- Celebration of Friendship Week.
- Use of Friendship Benches on Junior and Senior yards.
- Have a Friendship Week.
- Availability of extra-curricular activities for pupils.
- Class rewards systems.
- Whole School reward system.

The Pupil Council are engaged in a consultative and supervising role, in fitting with their aptitude and awareness of any potential issues arising.

<u>Effective Leadership</u>
– All school staff must act as good role models and be fair, clear and consistent in disciplinary matters.
– The In-School Management and Leadership team (Joanne Gormley, Sarah Deery, Aoife Mc Aviney, Nadia Gallagher) act in a leadership capacity in the school and support, encourage and promote consistency in a whole-school approach to the promotion of good behaviour, prevention of bullying and interventions where necessary.
– The Board of Management has overall responsibility in the oversight of the Anti-Bullying Policy to ensure that it is effective and in its' application. Incidences of bullying behaviours are reported to each Board of Management meeting.

<u>Supervision and monitoring</u>
– Effective supervision and monitoring systems facilitate early intervention.
– Supervision and monitoring of classrooms, corridors, school yard, school grounds and extra-curricular activities.
– Non-teaching staff are encouraged to exercise vigilance with regards to bullying behaviours and to report issues to the relevant teacher.

<u>Professional Development</u>
– Whole staff professional development on bullying to heighten awareness of what bullying is, its' impact on pupils and the need to use strategies for prevention/intervention.

Cyber-Bullying
- Promote awareness of Scoil Mhuire's Internet Acceptable Use Policy and ensuring that access to technology within the school is strictly monitored.
- Re-enforcement of the message that unlike other forms of bullying, a once-off incident online constitutes cyber-bullying.
- The culture of telling within the school and the emphasis placed on the role of bystanders will encourage the children to report cyber bullying where they see it.
- Informing pupils of ways to deal with cyber-bullying:
o Don't reply
o Keep the message
o Block the sender
o Tell someone you trust
- Promote Internet Safety Day annually and activities to celebrate its' awareness
- Advise pupils of legal ages for interacting with apps/social media networks.
- Visitors to the school to talk about cyberbullying/online safety.
- Prevention and awareness raising measures focusing on cyberbullying by educating pupils on appropriate online behaviour, how to stay safe online (Webwise lessons)
- Inform parents of their responsibility with regards to their child's internet usage in the home and legal age for app/social media registration.
- The development of Scoil Mhuire's Internet Acceptable Use Policy includes the necessary safeguards to ensure that the access to technology within the school is strictly monitored. Pupils are not permitted to have mobile phones in school under any circumstances.

Special Education Needs
- We will pay particular attention to the needs of pupils with SEN and link with other relevant school policies. Approaches to the prevention of bullying of pupils with SEN include fostering inclusion, focusing on developing social skills, promoting our school culture of respect for all and helping one another.

Curricular Implementation
- Teachers influence attitudes to bullying behaviour in a positive manner through a range of curricular initiatives. There are a number of curriculum components and programmes which are particularly relevant to the prevention of bullying and the promotion of respect for diversity and inclusiveness.
- The SPHE curriculum is a fundamental component of the curriculum and is the over-arching framework for Anti-Bullying strategies in our school.
- The SPHE curriculum makes specific provision for exploring bullying as well as the inter-related areas of belonging and integrating, communicating, conflict, friendship, personal safety and relationships.
- The Stay Safe program which seeks to enhance children's self-protection skills including their ability to recognise and cope with bullying. Each class is taught the Stay Safe programme every second year. Walk Tall is taught in each class in accordance with our SPHE Plan.
- The Program includes a series of lessons that focus specifically on Bullying, with some lessons focusing on cyber-bullying and identify based bullying.
- RSE aims to provide opportunities for children to learn about relationships and sexuality in ways that help them think and act in a moral and responsible way.
- The Religious Education Programme "Grow in Love" emphasises respect for self and others.

– Work on anti-bullying may also be extended into other curricular areas including Art, Drama and Physical Education. Co-operation and team spirit can also be fostered through team sports, school clubs and activities as well as through other subjects.

- Initiatives and programmes focused on developing pupils' awareness and understanding including its causes and effects, will deal with explicitly the issue of identity-based bullying. Where issues of identity-based bullying arise the school will deal with them at an individual, group, class or whole school context in consultation with parents/guardians of children involved. The ethos of the school and the age and stage of the children's development will be taken into consideration.

- Other resources and programmes include:
  PDST Anti-Bullying Support Material
  Prim-Ed Bullying and Cyber-bullying posters
  Webwise Cyber-Bullying Pack -
  Webwise My-Selfie Lessons

Classroom Based Education and Prevention Strategies
Classroom Management and Organisation
- School Rules are explicitly taught in every class in September and are revised termly.
- Class teachers involve pupils in formulating classroom rules and responsibilities. These set out the expected behaviour of pupils in the classroom, playground and school and complement the school rules.
- Class teachers set clear and high expectations of pupils' behaviour and reinforce expected behaviours.
- Classroom rules are displayed in each classroom.
- Children will be educated on the types of bullying and they will be made aware of the very serious consequences of bullying behaviour as outlined in the school policy.
- Children in the Junior Classes will be taught to engage positively with peers through age appropriate role play activities in addition to all other relevant curricula activities.
- Children from Second Class up will complete Anti-Bullying Surveys termly from September 2022.

Social Personal and Health Education
- The SPHE is a mandatory component of the curriculum and is the overarching context for Anti-Bullying work in our school.
- The SPHE curriculum makes specific provision for exploring bullying as well as the interrelated areas of belonging and integrating, communicating, conflict, friendship, personal safety and relationships.
- Special provision for SEN pupils who may need more time to develop strategies and skills for their protection will be allowed for in small group or one-to-one situations with the Special Education Teacher if deemed necessary and appropriate.

- Relationship and Sexuality Education is a mandatory part of SPHE. It provides children with opportunities to acquire knowledge and understanding of relationships and human sexuality. Strand Units include work on self-esteem, growing and changing, new life, feelings and emotions, keeping safe, making decisions and relationships with family, friends and other people.

Stay Safe Programme
- The Stay Safe Programme is a mandatory, anti-bullying and personal safety skills programme, which seeks to enhance children's self-protection skills. It is taught every second year. This programme includes a series of lessons that focus specifically on Bullying. Some of these lessons focus specifically on Cyber-bullying and Identity based bullying.
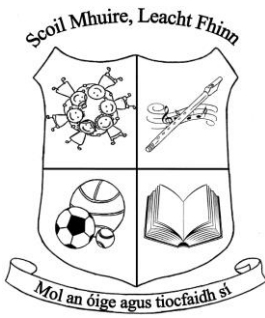
Webwise Primary Programme
- The Webwise Anti-Bullying Programme 'My Selfie and the Wider World' will be taught in 5th Class.
- The Webwise Anti-Bullying Programme 'HTML Heroes' will be taught in 3rd Class.
- Other Webwise resources can be accessed by class teachers as appropriate.

Links to Other Policies

The school policies which support the Anti-Bullying Policy are:

Code of Behaviour	The Anti-Bullying Policy of Scoil Mhuire forms part of our overall school's Code of Behaviour and the standards of behaviour that are outlined in the Code of Behaviour apply to the Anti-Bullying Policy of the school
Child's Safeguarding Statement	In accordance with DES Child Protection Procedures for Primary & Post Primary 2017; "in cases of serious incidences of bullying where the behaviour is regarded as possibly abusive, a referral may need to be made to Túsla or An Garda Síochána as appropriate. Where school personal have concerns about a child arising from alleged bullying behaviour but ae unsure whether to report the matter to Túsla, the designated Liaison Person shall seek advice from Túsla in accordance with the procedures set out in chapter 5" DES Child Protection Procedures for Primary & Post Primary Schools 2017 Page 18
Acceptable Use Policy	The practices outlined in the Acceptable Use Policy Reflect the requirements of the Anti-Bullying Policy and must be applied at all times. This also applies to other technological devices including iPads, mobile phones, digital cameras and other devices.
Supervision Policy	The supervision policy in the school outlines our commitment to providing a safe environment for all the pupils.
SEN Policy	The schools's policy on Special Educational Needs recognises the link between fostering inclusion, acceptance and Anti-bullying.
Attendance Strategy	In promoting good attendance we aim to provide a happy and secure environment for all pupils.
Curricula Requirements: Implementation of the SPHE Curriculum	SPHE is implemented in all classes in the school. The SPHE School Plan is available to all parents/guardians as necessary. RSE Policy also.

6. The school's procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows (see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

The primary aim is to resolve any issues and restore, as far as practicable, the relationships of all parties involved.

Reporting Bullying Behaviour

- Any pupil/parent/guardian may report bullying behaviour to any teacher in the school. An Incident Report Form must be completed by the person who received the report of bullying

- All reports, including anonymous reports of bullying, will be investigated and dealt with by the relevant teachers.

- Teaching and non-teaching staff will report incidents of bullying witnessed by them or reported to them to the relevant teachers..

Investigating and dealing with incidents

- In investigating and dealing with bullying, the teacher will exercise his/her professional judgement to determine whether bullying has occurred, what type of it has and how best the situation might be resolved.

- All reports of bullying must be dealt with by the relevant teacher. It will be made clear to pupils that when they report incidents of bullying, they are behaving responsibility.

- Non-teaching staff including the secretary, SNA's are encouraged to report any incidents of bullying behaviours witnessed by them, or mentioned to them, to the relevant teacher.

- Parents and pupils are required to co-operate with any investigations and assist the school in resolving any issues.

- Teachers will take a calm, problem-solving approach to dealing with alleged bullying behaviour.

- Where possible, incidents should be investigated outside the classroom situation to ensure the privacy of all involved.

- All investigations will be conducted with sensitivity and with due regards to the rights of all pupils concerned. Pupils who are not directly involved can also provide useful information in this way.

- When analysing incidents of bullying behaviour, the relevant teacher/personnel should seek answers to questions of What? Where? How? Who? When? Why?

- If a group is involved, each member of the group will be spoken to individually first. Thereafter, all those involved will be met as a group.

- Each member of the group should be supported through the possible pressures they may face from other group members.

- Members may be asked to write down their account of the incident.

- In the case where it has been determined that bullying behaviour has occurred, the parents/guardians of those involved will be contacted to inform them of the matter and explain the actions being taken. The school will give parents/guardians the opportunity to discuss ways in which they can reinforce or support the action being taken by the school and the supports provided to pupils.

- Where it has been determined that bullying has occurred, the pupil(s) responsible will be made aware that he/she is in breach of the school's Anti-Bullying Policy and efforts will be made to get him/her to see the situation from the perspective of the pupil being bullied. It will also be made clear to each set of families involved that in the event that disciplinary measures are required, they will be a private matter between the pupil being disciplined, his/her parents/guardians and the school.

Following Up and Recording

- Follow up conversations with the relevant parties involved will occur separately. Further follow up conversations will occur to monitor the situation to ensure the matter does not re-emerge.

- It is imperative that all recording of bullying incidents must be done in an objective and factual manner.

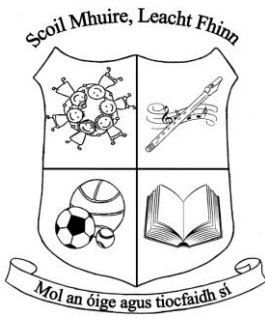Informal-predetermination that bullying has occurred.

- All staff must produce a written record of bullying incidents witnessed by them or notified to them. All incidents must be reported to the relevant teacher. Teachers who suspect/are informed of suspected bullying will complete an Incident Form to determine if the case has developed into bullying.

- While all reports, including anonymous reports of suspected bullying, must be dealt with by the relevant teacher, the relevant teachers must produce a written record of the reports, the actions taken and any discussions with those involving same. These written reports will be stored securely in the Principal's office.

- The relevant teacher must inform the Principal of all incidents being investigated.

Formal Stage 1 – determination that bullying has occurred

- If it is established that bullying has occurred, the relevant teacher must keep appropriate written records which will guide his/her efforts in resolving the matter and restore, as far, as practicable, the relationships of the parties involved.

- Each teacher will keep records.

- The relevant teacher will inform the Principal.

Formal Stage 2 – Formal Actions

- The parents/guardians of the parties involved should be contacted at an early stage to explain the actions being taken (by reference to the school policy). The school will give parents/guardians 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.

- The relevant teacher must use the recording template Appendix 3 of the Anti-Bullying Procedures for Primary and Post Primary Schools to record the bullying behaviour in the following circumstances:

(a) 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 had determined that bullying has occurred; and

(b) Where the school has decided as part of its Anti-Bullying Policy that in certain circumstances bullying behaviour must be recorded ad reported to the Principal or Deputy Principal as applicable.

When the recording template is used in circumstances (a) and (b) above, it must be signed by the relevant teacher and a copy retained by the Principal. They will be kept for one year only. It should 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 with the Deputy Principal/Principal at an earlier stage in relation to any case.

Records to be kept at all stages of interventions used.

The Relevant Teacher must comply with the recording and follow up obligations as follows:

Stage	What to Record	Document
Informal Stage	- Name of all pupils involved (targeted pupils, perpetrators, others) - Date of initial report - Source of bullying concern/report - Details of bullying report including location - List the steps taken to investigate the incident - Outcome of the investigation - Follow up actions to be taken	Incident Report & Record of Investigation Form (Appendix 5 of this policy Written promise must be attached

The Relevant Teacher must then comply with the recording and follow up obligations as follows:

Stage	What to record	Document
Formal Stage	- Name of pupil being bullied and class group - Name(s) and class(es) of pupil(s) engaged in bullying concern/report - Location of incidents - Name of person(s) who reported the bullying concern - Type of Bullying Behaviour	DES Template for Recording Bullying Behaviour (Appendix 6 of this policy)

	• Brief Description of bullying behaviour and its impact	
	• Details of actions taken	

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 into account.

- Whether the bullying has ceased

- Whether any issues between the parties have been restored as far as it practicable

- Any feedback from the parties involved, their parents/guardians must be referred as appropriate to the school's parental complaints procedures.

- In the event that a parent/guardian has exhausted the school's parental complaints procedures and is still not satisfied, the school must advise the parent/guardian of their right to make a complaint to the Ombudsman for Children.
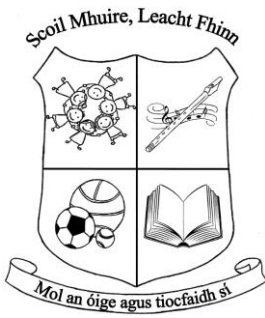
The Principal will report at the Board of Management meeting on the overall number of bullying cases since previous report and will confirm that all these cases have been or are being dealt with in accordance with school's Anti-Bullying Procedures.

- Annual review of Anti-Bullying Procedures.

The school's programme of support for working with pupils affected by bullying is as follows (see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post Primary Schools*):

- All in-school supports and opportunities will be provided for those pupils affected by bullying to participate in activities to heighten their self-esteem, to develop friendships and social skills and build resilience.

- Early intervention including a proactive approach in early identification and support of pupils who display behaviours in line with potential bullies or victims of bullying

- Individual support through school's SEN team including SET and SNA's.

- Group Work including social skills groups, special projects groups, class circle time.

- Pastoral care of pupils by school staff.

- Should a pupil require counselling or other external supports, the school will liaise with the appropriate agencies.

- This may occur for the pupil affected by bullying or involved in the bullying behaviour.

- Confidential time available to speak with class teacher/Principal after break times each day to report of any issues so they can be dealt with in a timely manner.

Involves a whole school approach. Given the complexity of bullying behaviour, no one intervention/support programme works in all situations. Therefore, various approaches and intervention strategies may be used including suggestion that parents seek referral to the

appropriate outside agencies involved in order to receive further support for the pupils and their families if needed.

7. Supervision and Monitoring of Pupils

The Board of Management confirms that appropriate supervision and monitoring policies and practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible.

8. Prevention of Harassment

The Board of Management confirms that the school will, in accordance with its obligations under equality legislation, take all such steps that are reasonably practicable to prevent the sexual harassment of pupils or staff or the harassment of pupils or staff on any of the nine grounds specified i.e. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

9. This policy was adopted by the Board of Management on 09/12/2014 and most recently reviewed on 13/06/2023.

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

11. This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website www.scoilmhuirelatton.ie and provided to the Parents' Association. A record of the review and its outcome will be made available, if requested, to the Patron and the Department.

Signed: **Colm Quinn**   Signed: **Joanne Gormley**

   (Chairperson, Board of Management)   (Principal)

Date: _____13/06/2023_____
   Date of next review: June 2024

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

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

- Model respectful behaviour to all members of the school community at all times.
- Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.
- Display key respect messages in classrooms, in assembly areas and around the school. Involve pupils in the development of these messages.
- Catch them being good - notice and acknowledge desired respectful behaviour by providing positive attention.
- Consistently tackle the use of discriminatory and derogatory language in the school – this includes homophobic and racist language and language that is belittling of pupils with a disability or SEN.
- Give constructive feedback to pupils when respectful behaviour and respectful language are absent.
- Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.
- Explicitly teach pupils about the appropriate use of social media.
- Positively encourage pupils to comply with the school rules on mobile phone and internet use.
- Follow up and follow through with pupils who ignore the rules.
- Actively involve parents/guardians and/or the Parents' Association in awareness raising campaigns around social media.
- Actively promote the right of every member of the school community to be safe and secure in school.
- Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas.
- All staff can actively watch out for signs of bullying behaviour.
- Ensure there is adequate playground/school yard/outdoor supervision.
- School staff can get pupils to help them to identify bullying "hot spots" and "hot times" for bullying in the school.
    - Hot spots tend to be in the playground/school yard/outdoor areas, changing rooms, corridors and other areas of unstructured supervision.
    - Hot times again tend to be times where there is less structured supervision such as when pupils are in the playground/school yard or moving classrooms.
- Support the establishment and work of student councils.