



Hospital School CHI at Temple Street

Temple Street, D01 YC67, Ireland

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Appendix 1

ANTI-BULLYING POLICY

Signed:

Sr. Sior Cosgrove

Sr. Sior Cosgrove, Chairperson BOM

Signed:

Mary Chambers

Mary Chambers, School Principal

Date of Next Review:

17th November 2021



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 Hospital School CHI at Temple Street 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.

This policy should be read and comprehended in conjunction with the following:-

1. Child Safeguarding Statement
2. RSE
3. Code of Behaviour
4. S.P.H.E.
5. Acceptable Use Policy (pupils/parents/staff)
6. Health & Safety

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 behavior:

- A positive school culture and climate which -
 - (i) is welcoming of difference and diversity and is based on inclusivity.
 - (ii) encourages pupils to disclose and discuss incidents of bullying behavior in a non-threatening environment: and
 - (iii) 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 -
 - (i) build empathy, respect and resilience in pupils; and
 - (ii) 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.

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:
 - (i) deliberate exclusion, malicious gossip and other forms of relational bullying,
 - (ii) cyber-bullying and
 - (iii) 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.
- Additional information on different types of bullying is set out in Section 2 of the Anti-Bullying Procedures for Primary and Post-Primary Schools.

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

Class teachers/Ward Teachers

5. Where such types of bullying arise the school, in deciding what is appropriate to address the issue on an individual, class or whole school context should, in collaboration with parents/guardians of the children involved, consider the following:

- (i) Ethos of the School
- (ii) Age and Stage of the development of the child
- (iii) RSE policy of the school and the SPHE policy of the school

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:

Programmes that help prevent bullying by fostering empathy, respect, resilience, self worth:

Primary

Stay Safe

Walk Tall

Relations and Sexuality Education (RSE)

Primary and Post Primary

Friends for Life Programme

CSPE

Wellbeing

Procedures that help prevent bullying:

Monthly Values to foster positive behavior
(Love/Right-Action/Non-Violence/Peace/Truth)

Individual Pupil Learning Plans

Whole School Approach

1. A whole school approach to the fostering of respect for all members of the school community.
2. The promotion of the value of diversity to address issues of prejudice and stereotyping, and highlight the unacceptability of bullying behavior.
3. The fostering and enhancing of the self-esteem of all our pupils through both curricular and extracurricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.
4. Whole staff professional development on bullying to ensure that all staff develops an awareness of what bullying is, how it impacts on pupils' lives and the need to respond to it – prevention and intervention.
5. Supervision and monitoring of classrooms, corridors and wards. 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.
6. Encourage a culture of telling, with particular emphasis on the importance of bystanders. In that way pupils will gain confidence in 'telling'. This confidence factor is of vital importance. It should be made clear to all pupils that when they

report incidents of bullying they are not considered to be telling tales but are behaving responsibly.

Implementation of curricula

1. The implementation of the SPHE and CSPE curricula and the RSE and Stay Safe Programmes in the hospital school context.
2. Continuous Professional Development for staff in delivering these programmes.
3. School wide delivery of lessons on bullying from evidence based programmes, Stay Safe Programme, Walk Tall Programme at primary and CSPE, Wellbeing at secondary.

School Policies that help prevent bullying:

Code of Behaviour

Anti-Bullying Policy (Department of Education and Skills Anti-Bullying

Procedures in Primary and Post Primary Schools

Social Personal and Health Education Plan (SPHE)

Acceptable Use Policy for Staff

Acceptable Use Policy for Pupils/Parents

Child Safeguarding Procedures

Community Links

Hospital Schools

Mental Health Liaison Team, CHI at Temple Street.

Multi-Disciplinary Team Meetings – Renal/Respiratory/Metabolic/Neurosurgical Base Schools

Artist in Residence

National Concert Hall – Kids Classics

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:

Investigation and Follow-up

(a) The primary aim for the relevant teacher in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame);

(b) In investigating and dealing with bullying, the teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved;

(c) All reports of bullying will be investigated and dealt with by the

relevant teacher. It should be made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly;

(d) Non-teaching staff - Secretary, Special Needs Assistant (SNA) and Classroom Assistant are encouraged to report to the relevant teacher any incidents of bullying behaviour witnessed by them, or mentioned to them.

(e) Parents and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible;

(f) It is very important that all involved (including each set of pupils and parents) understand the above approach from the outset;

(g) Teachers will take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents;

(h) Incidents will be investigated outside the classroom situation to ensure the privacy of all involved;

(i) All interviews will be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way;

(j) When analysing incidents of bullying behaviour, the relevant teacher will seek answers to questions such as:

- What happened?
- What were you thinking at the time?
- Who has been affected?
- In what way?
- What needs to be done to make things right?

This will be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner;

(k) If a group is involved, each member will be interviewed individually at first. Thereafter, all those involved will be encouraged to meet as a group if appropriate. At the group meeting, each member will be asked for his/her account of what happened.

(l) Each member of a group will be supported through the possible pressures that they may face from the other members of the group after having being interviewed by the teacher;

(m) It may also be appropriate or helpful to ask those involved to write down their account of the incident(s);

(n) In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parents of the parties involved will be contacted at an early stage to inform them of the matter and explain

why actions are being taken. The school will give parents an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports for their pupils;

(o) Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it will be made clear to that pupil 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;

(p) It will also be made clear to all involved (each set of pupils and parents) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parents and the school;

(q) Follow-up meetings with the relevant parties involved will be arranged where appropriate.

(r) 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;

(s) In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of his/her professional judgement, take the following factors into account:

- Whether the bullying behaviour has ceased;
- Whether any issues between the parties have been resolved as far as is practicable;
- Whether the relationships between the parties have been restored as far as is practicable; and
- Any feedback received from the parties involved, their parents or the school Principal or Deputy Principal;

(t) Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent must be referred, as appropriate, to the school's complaints procedures;

(u) In the event that a parent has exhausted the school's complaints procedures and is still not satisfied, the school will advise the parent of his/her right to make a complaint to the Ombudsman for Children.

Procedures for recording bullying behavior

The school's procedures for noting and reporting bullying behaviour are as follows:

(i) While all reports, will be investigated and dealt with by the relevant teacher, the relevant teacher will use his/her professional judgment in relation to the records to be kept of these reports, the actions taken

and any discussions with those involved regarding same;

- (ii) If it is established by the relevant teacher that bullying has occurred, the relevant teacher will 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.
- (iii) The relevant teacher will use the recording template at Appendix 1 to record the bullying behaviour 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 behavior occurred.

The recording template at Appendix 1 will 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 behavior 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.

7. The school's programme of support for working with pupils affected by bullying is as follows:

A programme of support for pupils who have been bullied will be based on our prevention strategies. Such pupils may need counselling and/or opportunities to participate in activities designed to raise their self-esteem, to develop their friendship and social skills and thereby build resilience whenever this is needed.

A programme of support for those pupils involved in bullying behaviour will be part of our school's intervention process. Pupils involved in bullying behavior need assistance on an ongoing basis. For those with low self-esteem, opportunities will be developed to increase feelings of self-worth. Pupils who engage in bullying behaviour may need counselling to help them learn other ways of meeting their needs without violating the rights of others.

Our programmes of support are similar to our prevention strategies (refer to Section 5).

8. 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.

9. 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.

10. This policy was adopted by the Board of Management on 17th November 2020.

11. This policy has been made available to school personnel and published on school website. This policy will be made available to the Department and the patron if requested.

12. 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. A record of the review and its outcome will be made available, if requested, to the patron and the Department.