



Mount Anville

Montessori Junior School
2½ – 12 years

Anti- Bullying Policy (November 2022)

This policy must be read in conjunction with the school's overall Code of Behaviour and existing Anti Bullying measures and procedures.

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 Mount Anville Montessori Junior School 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 Mount Anville Montessori Junior School's Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following **key principles of best practice** in preventing and tackling bullying behaviour:

(a) A positive school culture and climate which

- is welcoming of difference and diversity and is based on inclusivity.
- encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment.
- promotes respectful relationships across the school community, including the MAMJS Kindness
- Mount Anville Montessori has created a tailored Kindness Code

MOUNT ANVILLE MONTESSORI JUNIOR SCHOOL

KINDESS CODE

- **Be positive strong leaders, your actions and opinions make an impact**
- **Treat everyone the way you would like to be treated**
- **Accept people as they are**
- **Show kindness and respect for everybody**
- **Stand up for what is right**
- **Be an active listener, be interested**
- **Feel free to express your culture and faith and enjoy learning about it**
- **Take the initiative and make the first move to welcome and include everyone**
- **Be sensitive and positive**
- **Always try hard, do your best**





At Mount Anville Montessori Junior School, we consider the following to be key elements of a Positive School Culture:

- We acknowledge the right of each member of the school community to enjoy school in a secure environment
- We acknowledge the uniqueness of each individual in line with the beliefs of the Sacred Heart foundress Madeleine Sophie Barat ‘for the sake of one child’ and their worth as a human being
- We promote positive habits of self- respect, self -discipline and responsibility among all its members.
- We actively prohibit vulgar, offensive, sectarian or other aggressive behaviour by any of its members
- We have a clear commitment to promoting equity in general and gender equity in all aspects of its functioning (reference Mount Anville Montessori Junior School’s Inclusion and Diversity Policy)
- We have the capacity to change in response to its pupils needs
- We identify aspects of its curriculum through which positive and sustainable influences can be exerted towards forming pupils’ attitudes and values
- We take particular care of ‘at risk’ pupils and uses its systems to identify needs and facilitate early intervention where necessary –thus responding to the needs, fears & anxieties of individual members in a sensitive manner
- Mount Anville Montessori Junior School recognises the need to work in partnership with and keep parents informed on procedures to improve relationships within the school community
- Parents, supported by MAMJS, share in the task of equipping pupils with a range of life skills.
- We recognise the role of other community agencies in preventing and dealing with bullying
- We promote habits of mutual respect, courtesy, and an awareness of the interdependence of people in groups and communities





- We promote qualities of social responsibility, tolerance and understanding among its members both in school and support their lives outside of school
- Staff members share a collegiate responsibility, under the direction of the Principal, to act in preventing bullying/aggressive behaviour by all in the school community

(b) Effective leadership

- The BOM has overall responsibility to ensure that this policy is effective, sustainable, and measured. The BOM must ensure that accountability is of the highest standard and frequently appraise the outcomes of the strategies and measures contained within the policy
- The MAMJS Middle Management Team have a clear role to act in a leadership capacity within the school community, stimulating a whole school approach to modelling best practice and in turn, preventing and tackling bullying
- The Principal and Deputy Principal influence attitudes and sets standards in relation to dealing with bullying
- Teachers must act as good role models being fair, clear and consistent in their disciplinary measures.

(c) A whole school approach

- A whole community approach to the problem of bullying is required in the MAMJS community comprises of MATCH, the Mount Anville community, management, teachers, non-teaching staff, pupils, parents/guardians
- Beyond the school community, bullying behaviour may extend to outside of school. Where this negatively impacts on a school - parents and pupils have a responsibility to support the school in helping to address the issue. This applies particularly, not exclusively, to cyber bullying.
- The assistance of Gardaí, Tusla and Community Workers may be required in some cases
- Collective vigilance is needed throughout the whole school community to identify and deal with issues around bullying in a fair and equitable manner





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

- MAMJS endeavours to put in place appropriate systems to ensure that the members of the Mount Anville community have a shared understanding of what constitutes bullying behaviour as defined in this policy (Section 2&3 of Anti Bullying Procedures for Primary & Post Primary Schools: https://belongto.org/wp-content/uploads/2019/02/250_Anti-Bullying-Procedures-for-Primary-and-Post-Primary-Schools.pdf)

(e) Implementation of education and prevention strategies see section 5 of this policy, (including awareness raising measures) that-

- build empathy, respect, and resilience in pupils
- explicitly address the issues of cyber-bullying and identity-based bullying
- effective supervision and monitoring of pupils

(f) Effective supervision and monitoring of pupils

- Staff members have a distinct responsibility to ensure that supervision of pupils in class is effective and consistent
- Supervision in playground areas must be managed and conducted effectively, including drop off and collection periods
- Student are consulted and engaged in a supervisory role, suitable to their capacity and understanding of the issues involved both in class and in the playground
- The car park attendants are a significant support in identifying potential issues/bullying
- The Welcome Office are well placed beside the courtyard, lobby area and entrance gate to inform teachers if any behaviour which may constitute bullying is noticed

(g) Supports for staff

- Regular discussion and review of policy and procedures is essential to support staff on a continuous basis
- All staff must have a uniform interpretation of what is expected in relation to bullying, how to identify possible bullying behaviours, how to manage disclosures and how to deal effectively with incidents of bullying within the classroom context





- Staff must be aware that supporting one another is a key aspect of prevention and new/inexperienced members of staff must be given every opportunity to discuss concerns and model best practice
- CPD in relation to behaviour, including Anti Bullying Strategies will be supported and encouraged for all members of staff

(h) Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies)- **See Appendix B**

(i) On-going evaluation of the effectiveness of the anti-bullying policy (see Ratification and Review Section)

3. In accordance with the *Anti-Bullying Procedures for Primary and Post-Primary Schools 2013* 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.





4. The relevant teachers for investigating and dealing with bullying in accordance with the Anti - Bullying Procedures for Primary & Post Primary Schools – section 6:7.6, 6:7.7 - are as follows:

- Principal
- Deputy Principal
- All class teachers
- Support Team Members
- The IT teacher supports practices in using the internet with a series of lessons





5. The following education and prevention strategies (including strategies specifically aimed at cyber-bullying, homophobic and transphobic bullying) will be used by MAMJS (6.5 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

Education and prevention strategies

School-wide approach

- A school-wide approach to the fostering of respect for all members of the school community.
- The promotion of the value of diversity to address issues of prejudice and stereotyping and highlight the unacceptability of bullying behaviour.
- The fostering and enhancing of the self-esteem of all our pupils through both curricular and extracurricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.
- Whole staff professional development on bullying to ensure that all staff develops an awareness of what bullying is, how it impacts on pupils' lives and the need to respond to it- prevention and intervention.
- 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 teachers
- School wide awareness raising and training on all aspects of bullying, to include pupils, parents/guardians 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.
- Involvement of students in contributing to a safe school environment e.g. Buddy system and other student support activities that can help to support pupils and encourage a culture of peer respect and support.
- Development and promotion of the 'Kindness Code' and the Anti-Bullying code for the school- to be displayed publicly in classrooms and in common areas of the school.
- The school's anti-bullying policy is discussed with pupils and all parents/guardians are given a copy as part of the Code of Behaviour of the school on enrolment.
- The implementation of regular whole school awareness measures e.g., a dedicated notice board in the school and classrooms on the promotion of the annual goal which includes friendships, and bullying prevention; twice weekly assemblies and parents/guardians seminars organised by Parent Committee.





- Encourage a culture of talking and dialogue, with particular emphasis on the importance of bystanders. In that way pupils will gain confidence talking about how they are feeling. It should be made clear to all pupils that when they report incidents of bullying, encouraged to behave responsibly.
- 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.
 - Make a phone call to the school
 - Feedback sheet
 - Get a parent/guardian or friend to tell on your behalf.
 - Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- Identify clear protocols to encourage parents/guardians to approach the school if they suspect that their child is being bullied. The protocol should be developed in consultation with parents.
- The development of an IT Policy, including the Acceptable Use Policy in the school to include the necessary steps to ensure that the access to technology within the school is strictly monitored, as is the pupils' use of mobile phones.

Implementation of curricula

- The full implementation of the SPHE 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.
- School wide delivery of lessons on **Relational aggression** (Cool School Programme: A Friend in Deed), **Cyber Bullying** (#UP2US, Be Safe-Be Web wise, Mount Anville IT sessions, and Web wise Primary teachers' resources), **Homophobic and Transphobic Bullying (included in the RSE programme), Diversity and Inter-culturalism**, Yellow Flag Programme.
- Delivery of the Garda SPHE Programmes at 5th class level by Dundrum Community Gardaí. These lessons, delivered by Community Gardaí, 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.
- MAMJS have many resource books available to teachers throughout the school in the MAMJS resource room.

6. Links to other policies

Hereunder is a List of school policies, practices and activities that are particularly relevant to bullying:

- Code of Behaviour
- Child Safeguarding,





- SPHE/RSE/Stay Safe
- Supervision of students
- IT Policy and Acceptable Use policy
- Attendance
- Code of Behaviour
- PE/ sporting Activities
- Extra Curricular Activities Policy
- Pastoral Care policy
- School Tours Policy
- Swimming Policy
- SEN Policy
- H&S Policy
- Complaints Procedure

7. The school's programme of support for working with pupils affected by bullying is as follows (DES Anti-Bullying Procedures 2013)

- 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.
 - SPHE Lessons
 - Stay Safe Programme
 - Drama sessions
 - NEPS programmes on www.neps.ie
 - The Kindness Code and the Sacred Heart Goal
 - Buddy system
 - Middle Management Team Support
 - Group work such as circle time
- If pupils require further supports, the school will endeavour to liaise with the appropriate agencies to organise same.
- Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.

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.





- There are agreed supervision and monitoring practices in the school
- Mobile phones are not allowed in the school by students, except for 5th/6th class pupils. Following the Mobile Phone policy, all phones must be turned off whilst on MAMJS Campus and accompanied by a parent note to the class teacher
- Mobile phones are generally not permitted on school tours/outings except in special circumstances
- Bullying danger spots have been identified as the playground, area by pre-school, front exit area, toilets, resource rooms, computer room and corridors, school tours and outings, after school activities and swimming lessons.
- Pupils will be involved as a resource to assist in counteracting bullying
- When using computers in MAMJS, the Acceptable Use Policy is applicable

(Note that the Schools Broadband Programme has blocked by GPS (IT contractors) 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).

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. Ratification and Review

This policy was adopted and reviewed by the Board of Management (_____)

This policy has been made available to school personnel, published on the school website and is readily accessible to parents and pupils on request.

This policy and its implementation will be reviewed by the Board of Management once in every school year. The Board's Agreed Report will indicate if amendments/changes have been made. A record of the review and its outcome will be made available, if requested, to relevant bodies e.g., MATCH.

Luci O'Donohoe

(Chairperson of Board of Management)

Elizabeth Kavanagh

(Principal)

Date: 28th November 2023





Appendix A

Procedures for Investigating and Dealing with Bullying

(Supported by the DES procedures and the Cool School Programme)

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

The school's procedures must be consistent with the following approach. Every effort will be made to ensure that all involved (including pupils, parents/guardians) 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 our Welcome Officer, classroom assistants, car park attendants, 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 (guided by the Cool School programme)
- In investigating and dealing with bullying, the relevant teacher will exercise her professional judgement to determine whether bullying has occurred and how best the situation might be resolved
- 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- Butterfly Room and the White Office space.
- All dialogues 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.
- When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with concerns.





- 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 her account of what happened to ensure that everyone in the group is clear about each other's recounts
- 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 recounts
- In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, 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, referencing the school's Anti-Bullying 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 her how she is in breach of the school's Anti-Bullying policy and efforts should be made to try to get 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

Follow up and recording

- In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of 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 later 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.
- If 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 Board of Management and/or 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. Each classroom has a locked cabinet to ensure one is in line with GDPR. All incidents must be reported to the relevant teacher
- While all reports must be investigated and dealt with by the relevant teacher, the relevant teacher must keep a written record 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 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 should follow the MAMJS Record Keeping Policy practices.

Formal Stage 2-Appendix 3 (DES Procedures 2013 [Anti-Bullying Procedures](#))

The relevant teacher must use the recording template attached to record the bullying behaviour in the following circumstances:

- a) in cases where she considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after she has determined that bullying behaviour occurred
- b) All confirmed instances of bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable

The recording template must be retained by the relevant teacher in question and a copy maintained by the principal.

Teachers' records are retained in a secure cabinet in the teacher's classroom. All report templates given to the Principal will be retained in the filing cabinet in the Principals Office.





Established intervention strategies (this is not an exhaustive list)

- 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/guardian to support school interventions
- No Blame Approach
- Circle Time
- Restorative interviews
- Restorative conferencing
- Implementing questionnaires

Mount Anville Montessori Junior School is committed to exploring these interventions further:

- The traditional successful disciplinary approach
- Strengthening the victim
- Mediation
- Restorative Practice
- One-to-one meetings, facilitated by an MAMJS staff member

