



Beaumont Hospital School

Anti-Bullying Procedures for Students

School Context

The ethos of the Hospital School in Beaumont Hospital is to create a happy learning atmosphere in which each student will feel secure and free from psychological, social, verbal and physical danger. To ensure this the school staff endeavours to provide a caring, stimulating and healthy environment throughout teaching and learning interaction.

At the centre of our response to bullying is the creation of a positive school climate which focuses on respect for the individual. Our school will promote habits of mutual respect and courtesy and recognises the rights of parents to share in the task of making the school a pleasant and safe for all children.

Bullying, and the opportunity for bullying incidents, in this school are limited in that, students are (since 2020 COVID-19 pandemic) admitted to adult ward settings, and all teaching is bedside.

In the rare occasions when group teaching is possible (EMU/ST Brigid's ward) any initial introduction to each other is with consent of student and should always promote mutual respect within this environment.

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 **Beaumont Hospital 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 Board of Management recognises the potential risk of bullying in the context of school attendees and their setting, while being low, is not zero, and therefore acknowledge the very serious nature of bullying and the negative impact that it can have on the lives of pupils. Staff and management are therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:
 - A positive school culture and climate which-
 - is welcoming of difference and diversity and is based on inclusivity;
 - encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
 - promotes respectful relationships across the school community;
 - Effective leadership;
 - A school-wide approach;
 - A shared understanding of what bullying is and its impact;
 - Implementation of education and prevention strategies (including awareness raising measures) that-
 - build empathy, respect and resilience in pupils; and

- explicitly address the issues of cyber-bullying and identity-based bullying 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:

- 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.

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 teachers for investigating and dealing with bullying are as follows:

(see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*): Avril Carey, Principal. Orlaith FitzPatrick, Class Teacher (Second level) 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 (see Section 6.5 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

- a. Implement and update an Internet Safety Acceptable Use Policy (AUP). [Note: no school IT equipment is used by the students and all use of IT is supervised access in the context of lessons]
-
5. 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:

Child Protection Procedures 2018

SPHE Plan

Record keeping

Health & Safety

Code of Behaviour

"Creating a Positive School Climate" staff-reflective exercises

Walk Tall Programme (Eg Lesson "How Karls coped with bullying")

Anti-Bullying website (to be set up by the DES in conjunction with this initiative)

The Stay Safe Programme

6. 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) :

The school's programme of support for working with pupils affected by bullying involves discussing the incidents with the pupils, reassuring them that they were right to bring the events to the attention of staff, that they were not telling tales and their actions will help others, they will be reminded that they should tell again if they have any new concerns.

7. Supervision and Monitoring of Pupils

The Board of Management/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 management on _____
- 10. This policy has been made available to school personnel, published on the school website and provided to the Parents on request. 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 and provided to the Parents on request. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: _____ Signed: _____
(Manager) (Principal)

Date: _____ Date: _____

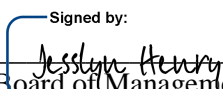
Date of next review: _____April 2025_____

Approved

NOTE: Next review will incorporate fully the BÍ Cinealta guidelines to be issued to all school in 2024.

Appendix 1 Checklist for annual review of the anti-bullying policy and its implementation

| | 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 pupils? | |
| 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 by: 
 Signed _____
 Chairperson, Board of Management

Date 28-02-2025 | 12:52 PM GMT

Signed _____
 Principal

Date _____



Appendix 2 Notification regarding the Board of Management’s annual review of the anti-bullying policy

The Board of Management of _____ 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 1 Based on the DES Checklist Anti-Bullying Procedures for Primary and Post-Primary Schools.**

Signed _____
Chairperson, Board of Management

Signed by:
Jesslyn Henry

Date 28-02-2025 | 12:52 PM GMT

Signed _____
Principal

Date _____

Appendix 3 Template for recording bullying behaviour

1. Name of pupil being bullied and class group

Name _____ Class _____

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

| |
|--|
| |
| |
| |

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

| | |
|-----------------|--------------------------|
| Pupil concerned | <input type="checkbox"/> |
| Other Pupil | <input type="checkbox"/> |
| Parent | <input type="checkbox"/> |
| Teacher | <input type="checkbox"/> |
| Other | <input type="checkbox"/> |

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

| | |
|------------|--------------------------|
| Playground | <input type="checkbox"/> |
| Classroom | <input type="checkbox"/> |
| Corridor | <input type="checkbox"/> |
| Toilets | <input type="checkbox"/> |
| Other | <input type="checkbox"/> |

5. Name of person(s) who reported the bullying concern

| |
|--|
| |
|--|

6. Type of Bullying Behaviour (tick relevant box(es)) *

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

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

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

8. Brief Description of bullying behaviour and its impact

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|--|
| |
|--|

9. Details of actions taken

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|--|
| |
|--|

Signed _____ (Relevant Teacher) Date _____

Date submitted to Principal/Deputy Principal _____

Appendix 4 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 and/or the Parents 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.
- School staff can get pupils to help them to identify bullying “hot spots” and “hot times” for bullying in the school.