

Anti-bullying Policy

Scoil Naoimh Éanna



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 Naoimh Éanna, Killanny 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) 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;

(b) Effective leadership

(c) A school-wide approach

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

(e) 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.

(f) Effective supervision and monitoring of pupils

(g) Supports for staff

(h) Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and

(f) 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.

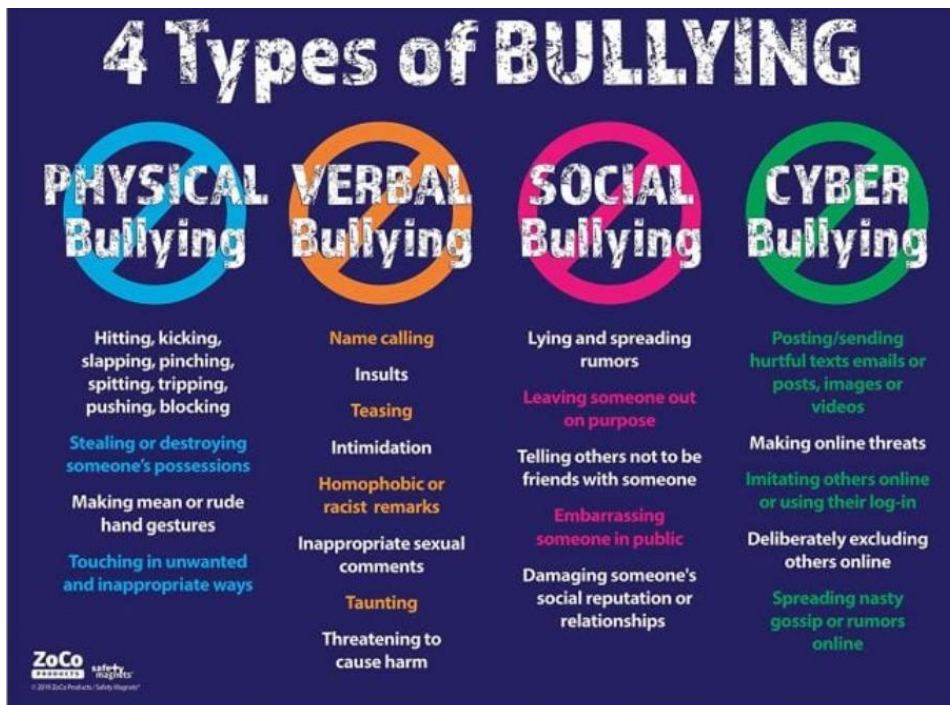
However, in the context of this policy, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

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*.

Examples of Bullying Behaviour.

The poster below displays some examples of bullying behaviours. It is not an exhaustive list.



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*):

Jl: Clare Doherty
Sl: Maria Gamble
1st: Leah Hand/ Rosemary Callan
2nd: Clíodhna Kelly
3rd: Joan Daly(Currently on mat leave)
4th: Claire Comiskey
5th: Noeleen Mooney
6th: Rachel Lambe

School Principal to be kept informed of any incidents of bullying. The School Principal where relevant will inform the ISM team. Any teacher may act as the relevant teacher if circumstances warrant it.

Other teachers who may investigate and deal with bullying include any teacher who has witnessed an incident of concern – for example, while supervising the school yard or on the corridor. Occasionally, substitute teachers and ancillary staff (eg SNAs and Secretary) may also be required to assist with investigations.

5. 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*):

Education and Prevention Strategies, Scoil Naoimh Éanna.

- ❖ A school wide approach to fostering a culture of respect for the whole school community
- ❖ Fostering a holistic developmental approach to all curricular and extracurricular subjects to enhance self-esteem and positive self-worth in all our pupils.
- ❖ Regular staff CPD on bullying to ensure an awareness of bullying, its meanings and instances of bullying, the impact it has on victims lives and the urgency for intervention and response to it.

- ❖ School wide awareness of all aspects of bullying, inclusive of parents, pupils and the wider school community.
- ❖ Supervision of classrooms, school corridors, yard, off site excursions, and extracurricular activities. Non- teaching staff and ancillary staff will be encouraged to be vigilant and report any incidents that may arise.
- ❖ Presentation of our school motto “Get Respect, Give Respect,” in all classrooms, communal areas and on yard.
- ❖ The school’s Anti- Bullying Policy will be published on the school website.
- ❖ Anti- Bullying Survey will be completed in each classroom on a monthly basis
- ❖ My Thoughts about School checklist will be completed from 1st Class onwards in the month of September

Implementation of the Curricula

- ❖ Stay Safe Programme will be completed each October and November in relevant classes
- ❖ Infants Classes will be made aware of the process of telling through story and play
- ❖ Lust for Life Programme will be covered 5th and 6th Classes in the month of January each year.
- ❖ Community Policing will be invited in to speak to Senior Classes around bullying, taking into account Garda SPHE Programmes.
- ❖ Programmes will be delivered to children with additional needs, at an appropriate level to encourage understanding and development of skills and strategies to ensure they respond appropriately to any incidents of bullying that may occur.

The schools Code of Behaviour, Child Safeguarding Policy, Acceptable Use Policy, all link to the Anti- Bullying Policy

6. The school’s procedures for investigation, follow-up and recording of bullying behaviour.

The primary aim in investigating and dealing with bullying is to resolve any issues and to restore, as far as is reasonable, the relationships of the parties involved (rather than to apportion blame) The school acknowledges that each case of reported bullying is different from another.

The school's procedures will be consistent with the following approach. Every effort will be made to ensure that all involved (including pupils, parent(s)/guardian(s)) 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. An incident report form will be sent home and must be returned in order to activate Anti-Bullying Procedures.
- Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher.

Procedures for investigating and dealing with Bullying

In investigating and dealing with bullying, the principal 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.
- ❖ All reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher. The teacher will report this to the school Principal. 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.
- ❖ Non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher or school Principal.
- ❖ 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.

- ❖ It is very important that all involved (including each set of pupils and parents) understand the above approach from the outset.
- ❖ Teachers should take a calm, unemotional problem-solving approach.
- ❖ Incidents will be investigated outside the classroom situation to ensure the privacy of all involved and this will occur in the Principal's office, where 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 and all pupils may be asked to determine certain facts.
- ❖ When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why.
- ❖ If a group is involved, each member will be interviewed individually at first. Thereafter, all those involved will be met as a group. At the group meeting, each member will be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements
- ❖ Each member of a group should be supported through the possible pressures that they may face from the other members of the group after interview by the teacher. A teacher will check in on them daily for 2 weeks after the interview. A buddy system will be put in place if the relevant teacher deems it necessary.
- ❖ It may also be appropriate or helpful to ask those involved to write down their account of the incident(s)
- ❖ 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 the actions being taken (by reference to the school policy). An incident report form will be sent home to be filled in by the parents. 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
- ❖ Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it will be made clear to him/her how he/she is in breach of the school's anti-bullying policy and efforts will be made to try to get him/her to see the situation from the perspective of the pupil being bullied.
- ❖ 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

Follow Up and Recording

- ❖ Follow-up meetings with the relevant parties involved should be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable.
- ❖ Where a parent(s)/guardian(s) are not satisfied that the school has dealt with a case of bullying, the parent and guardian must be referred to the schools complaints procedure.
- ❖ In the event that a parent(s)/guardian(s) has exhausted the schools complaints procedure and is still not satisfied, the school must advise them of their right to make a complaint to the Ombudsman for Children

Recording of Bullying Behaviour

- ❖ It is of the utmost importance that all reported incidents of bullying are recorded in an objective and factual manner.
 - ❖ Parents who verbally report an incident of bullying will be asked to fill in an Incident Report Form
 - ❖ All staff must keep a written record of any incidents witnessed by them on Aladdin. All incidents must then be verbally reported to the relevant teacher.
 - ❖ All reports of Bullying Behaviour must be investigated and dealt with by the relevant teacher. The Principal will be informed also. The relevant teacher must keep a written record of all interactions, actions and interventions that have taken place. The teacher should protect these on Aladdin, giving permission to the Principal to view and add to the record. Retention of these documents will be in accordance with Retention timelines as set out by the Department of Education.
 - ❖ Each teacher will be provided with a copy of the recording template.
 - ❖ Where it has been deemed that Bullying has occurred, disciplinary action will be taken via the schools Code of Behaviour.
7. 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*) :
- ❖ Pupils affected by bullying will be given in-school supports and opportunities to part-take in resilience and self-esteem building activities, friendship development and social skills development.
 - Pastoral Care Supports

- Buddy/Peer Mentoring System
 - Small group workshops
 - Circle Time and Restorative Approached
 - Relax Kids(If at any appropriate time of the school year)
- ❖ If it is deemed necessary that a pupil affected by bullying require further and more specific supports, the school will liaise with the relevant outside agencies and facilitate this in so far as possible. This may be for the pupil subjected to the bullying behaviour or the pupil inflicting the bullying behaviour.
 - ❖ The school will endeavour to ensure that all pupils know that there are no innocent bystanders in incidents of bullying and that all incidents of bullying must be reported to a staff member.

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 9th October 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 (or where none exists, be otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: _____
(Chairperson of Board of Management)

Signed: _____
(Principal)

Date: 09/10/23

Date: _____

Date of next review: _____