



## Killester Raheny Clontarf Educate Together National School

### Anti-Bullying Policy 2022

#### 1. Introduction:

1.1 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 Killester Raheny Clontarf Educate Together National School has adopted the following anti-bullying policy within the framework of the school's overall Relationships and Behaviour Code of Practice. This policy fully complies with the requirements of the AntiBullying Procedures for Primary and Post-Primary Schools which were published in September 2013.

1.2 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:

1.2.1 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;

1.2.2 Effective leadership;

1.2.3 A school-wide approach;

1.2.4 A shared understanding of what bullying is and its impact;

1.2.5 Implementation of education and prevention strategies (including awareness-raising measures) that build empathy, respect and resilience in pupils.

1.2.6 Effective supervision and monitoring of pupils.

1.2.7 Supports for staff.

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

## 1.2.9 On-going evaluation of the effectiveness of the Anti-Bullying Policy.

1.3 The Board of Management of Killester Raheny Clontarf Educate Together National School also recognises that bullying is not always limited to children. The behaviour of adults and the way that we expect adults in our school to act is dealt with in our Dignity at work policy.

## 2. Definition of Bullying:

2.1 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.

2.2 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.

2.3 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 Relationships and Behaviour Code of Practice.

2.4 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.

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

2.5 Additional information on different types of bullying is set out in 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
- Intimidation
- Isolation/exclusion and other relational bullying
- Cyber-bullying
- Name Calling
- Damage to Property
- Extortion

### **3. Responsibilities**

- 3.1 The relevant teacher for investigation and dealing with bullying is the class teacher.
- 3.2 A pupil or parent may bring a bullying concern to any teacher in the school. Individual teachers must take appropriate measures regarding reports of bullying behaviour in accordance with the school's Anti-Bullying Policy.
- 3.3 In these procedures, the member of teaching staff who has responsibility for investigating and dealing with bullying is referred to as the "relevant teacher".

### **4. Strategies:**

- 4.1 The education and prevention strategies that will be used by the school are as follows:
  - 4.1.1 Creation of a culture of 'telling'  
Teachers should repeatedly reinforce the message that if anyone is the victim of bullying behaviour, they should not retaliate in any way, but they should tell an adult. Victims should be reassured that if they tell, something will be done about the bullying in a safe manner and all reported incidents will be dealt with. Bystanders can be the key to resolving bullying and if anyone witnesses bullying behaviour, they should always tell a teacher. This is not telling tales but a means of protecting victims.
  - 4.1.2 Prevention and awareness-raising measures across all aspects of bullying.
  - 4.1.3 Strategies to engage pupils in addressing problems when they arise (strategies to build empathy, respect and resilience).
  - 4.1.4 Provide pupils with opportunities through both their curricular and extra-curricular programmes to develop a positive sense of self-worth.
  - 4.1.5 Programmes that develop pupils' awareness and understanding of bullying, including its causes and effects. (Walk Tall; Stay Safe; SPHE; RSE programmes).
  - 4.1.6 Cultivating a good school culture which has respect for all and helping one another as central.
  - 4.1.7 Raising the awareness of bullying, so that all members of the school community understand what bullying is and how the school deals with bullying behaviour.
  - 4.1.8 In the teaching of all subjects, there is space to foster an attitude of respect for all to promote the value of diversity; to address prejudice and stereotyping and to highlight the unacceptability of bullying behaviour.
  - 4.1.9 Displaying school's anti-bullying statement (Be a Buddy, Not a Bully) on school corridors and other prominent places around the school environment.

### **5. Procedures**

- 5.1 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:

5.1.1 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);

5.1.2 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;

5.1.3 All reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher. 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;

5.1.4 Non-teaching staff such as secretaries and additional needs assistants (ANAs) must be encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher;

5.1.5 Parents and pupils are required to cooperate 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;

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

5.1.7 Teachers should take a calm, unemotional restorative approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents;

5.1.8 Incidents are generally best investigated outside the classroom situation to ensure the privacy of all involved;

5.1.9 All mediation circles 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 in this way;

5.1.10 When analysing incidents of bullying behaviour, the relevant teacher should seek answers by using the restorative questions. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner;

5.1.11 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 his account of what happened to ensure that everyone in the group is clear about each other's statements;

5.1.12 Each member of a group should be supported through the possible pressures that they may face them from the other members of the group after interview by the teacher;

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

5.1.14 In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parents of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy). The school should 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;

5.1.15 Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to him how he is in breach of the school's anti-bullying policy and efforts should be made to try to get him to see the situation from the perspective of the pupil being bullied;

5.1.16 It must 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 parents and the school;

5.1.17 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. This can have a therapeutic effect;

5.1.18 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

5.1.19 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;

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

5.1.21 In the event that a parent has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parents of their right to make a complaint to the Ombudsman for Children.

## 6. Recording

6.1 While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher will use his/her professional judgement in relation to the records to be kept of these reports, the actions taken and any discussions with those involved regarding the same.

6.2 If it is established by the relevant teacher that bullying has occurred, the relevant teacher must 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.

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

6.3.1 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 behaviour occurred; and

6.3.2 Where the school has decided as part of its anti-bullying policy that in certain circumstances bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable.

In each of the circumstances at 6.3.1 and 6.3.2 above, the recording template must 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 behaviour in the recording template 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. Programme of Support

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

7.1.1 Pupils who have been bullied may need 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. These pupils may need counselling as well.

7.1.2 Pupils involved in bullying behaviour may need opportunities to improve their 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.

7.1.3 Pupils who observe incidents of bullying behaviour should be encouraged to discuss them with teachers.

## 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 Travelling community.

## 10. Ratification and Review

10.1 This policy has been made available to school personnel, provided to the Parents Guardian Association and published on the school website. A copy of this policy will be made available to the Department of Education and the patron, if requested.

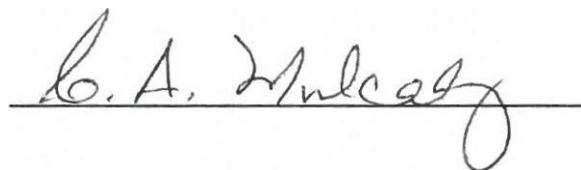
10.2 This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel,

published on the school website and provided to the Parents Guardian Association. A record of the review and its outcome will be forwarded to the Patron and made available, if requested, to the Department of Education.

This policy was ratified by the Board of Management on the 5th of October 2022

Signed

Chairperson BOM



Date

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## Appendix 1 — 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)

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

Pupil concerned	Playground	
Other Pupil	Classroom	
Parent	Corridor	
Teacher	Toilets	
Other	Other	

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

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

Physical Aggression	Cyber-bullying	
Damage to Property	Intimidation	
Isolation/Exclusion	Malicious Gossip	
Name Calling	Other (specify)	

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

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)

8. Brief Description ofbullying 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 \_\_\_\_\_