

## 2 Anti-Bullying Policy

### Anti - Bullying Policy

Saint Kilian's N.S. Mullagh. Roll No 19608V

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 Saint Kilian's National 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 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 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
  - 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 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:

**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 Anti-Bullying Policy

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,
- 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 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*):

**The Class teacher(s) initially,**

**The Principal teacher, Ronan Mac Namara, thereafter.**

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*):

- Prevention and awareness raising measures across all aspects of bullying and involves strategies to engage pupils in addressing problems when they arise. In particular such strategies need to build empathy, respect and resilience in our pupils. Pupils in our school are encouraged from junior infants to build independence. This extends into the yard where children are encouraged to solve minor problems which inevitably occur, for themselves. Parents have a key role to play in this.

## 2 Anti-Bullying Policy

- Provide pupils with opportunities to develop a positive sense of self worth. Our school does this in many different ways eg: Embracing the Arts, Enhancing Literacy (inclusive of all), Growth Mindsets, performances in the fields of music and drama (all classes), our annual pantomime, sport, Run for Funds, ORT, , SALF, Friends for Life, the many sixth class charity events, etc...(see SPHE Policy for more details).
- A pro-active approach towards bullying is taken whereby teachers from second to sixth inclusive distribute at regular intervals, Bullying Sociogram Forms in an effort to understand relationships in the class. Teachers may ask age appropriate questions designed to uncover the social dynamic in a class, thus identifying positive and negative influence in the group.
- Our creativity project Where I'm From is Everything aims at improving self-esteem which is a vital element in preventing bullying (see SSE and SIP for Creativity).
- Prevention and awareness raising measures focusing on cyber-bullying by educating pupils on appropriate online behaviour, how to stay safe while online. Our School Newsletter has an important role to play in this. Our school has a separate policy on Cyberbullying.
- Teachers can influence attitudes to bullying behaviour in a positive manner.
- There are number of curriculum components and programmes which are relevant to the prevention of bullying and the promotion of respect for diversity and inclusiveness. The SPHE curriculum makes specific provision for exploring bullying as well as the inter-related areas of belonging and integrating, communication, conflict, friendship, personal safety and relationships. The Stay Safe and RSE programmes at St Kilian's NS are personal safety skills programmes which seek to enhance children's self protection skills including their ability to recognise and cope with bullying. Other programmes which we implement in our school which serve a similar purpose include Thinking Time and Friends for Life. Social Skills programmes are implemented for the children in Spraoi integrated with children from the mainstream.
- This work is extended into other areas such as Art, Drama, Religious Education and Physical Education. Co-operation and group enterprise can be promoted through team sports, Run for Funds, school performances, the pantomime and Christmas concert as well as through practical subjects.
- Sporting activities in particular can provide excellent opportunities for channelling and learning how to control aggression. All classes from Infants to 4<sup>th</sup> take part in tennis coaching. School staff are involved in

## 2 Anti-Bullying Policy

coaching the school's gaelic teams, football, hurling and camogie, soccer, spikeball and tag rugby teams.

- St Kilian's NS includes an ASD unit called Spraoi. Spraoi caters for both pre-school and primary school children. To encourage integration and inclusivity children from the mainstream are afforded opportunities to spend time in Spraoi.

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 (see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post- Primary Schools*):

- a) In investigating and dealing with bullying, the teacher will exercise his/her professional judgement to determine whether bullying has occurred, what type if it has and how best the situation might be resolved.
- b) All reports including anonymous reports must be investigated and dealt with by the relevant teacher(s). 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 rather are acting responsibly.
- c) Non-teaching staff such as secretaries, SNAs, bus escorts, caretaker and cleaners must be encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher.
- d) Parents and pupils are required to co-operate with any investigation and assist the school in resolving issues and restoring as far as is practicable, the relationships of the parties involved as quickly as possible.
- e) It is important that all involved (including each set of pupils and parents) understand the above approach from the outset.
- f) Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents.
- g) Initial investigations of bullying will be done in class where possible but some incidents might be best investigated outside the classroom situation to ensure the privacy of all involved.
- h) All interviews 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.

## 2 Anti-Bullying Policy

- i) When analysing incidents of bullying behaviour, the relevant teacher(s) 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 a conflict in a non-aggressive manner.
- j) 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/her account of what happened to ensure that everyone in the group is clear about each other's statements.
- k) 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.
- l) Where the relevant teacher(s) has/have determined that a pupil has been engaged in bullying behaviour, it should be made clear to him/her 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.
- m) It may be also helpful or appropriate 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(s) 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. The school should give parents the opportunity of discussing ways they can reinforce or support the actions being taken by the school and the supports for their pupils.
- o) It must be made clear to all involved that in any situation where disciplinary sanction is required, this is a private matter between the pupil being disciplined, his/her parents and the school.
- p) Follow up meetings with the relevant parties involved may be arranged separately with a view to possibly bringing them together at a later date if the pupil who was bullied is ready and agreeable.
- q) An additional follow up meeting with parents of the children involved may take place after an appropriate time to ensure that the matter has been resolved satisfactorily.
- r) 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 complaint procedures.
- s) In the event that a parent has exhausted the complaints procedure and is still not satisfied, the school must advise the parents of their right to make a complaint to the Ombudsman for Children.

## 2 Anti-Bullying Policy

The **Recording**: Noting and reporting of bullying behaviour is to be documented using the template for recording bullying behaviour (Appendix 3). All records must be maintained in accordance with relevant data protection legislation. The school's procedures for noting and reporting bullying behaviour will adhere to the following:

- While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher(s), the relevant teacher(s) will use his/her/their professional judgement in relation to the records kept of these reports, the actions taken and any discussions with those involved regarding same.
  - If it is established by the relevant teacher(s) that bullying has occurred, the relevant teacher(s) must keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as practicable, the relationships of the parties involved.
  - The relevant teacher(s) must use the recording template at Appendix 3 to record the bullying 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 School):

The school's programme of support for working with pupils affected by bullying involves a whole school approach. Given the complexity of bullying behaviour, no one intervention/support programme works in all situations. Therefore various approaches and intervention strategies may be used including suggesting that parents seek referrals to appropriate outside agencies in order to receive further support for the pupils and their families if needed.

### 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.

## 2 Anti-Bullying Policy

gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

10. This policy was first adopted by the Board of Management on 10th February 2014. It is reviewed annually.
11. 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.
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, 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.

### **Anti - Bullying Policy**

**Saint Kilian's N.S. Mullagh. Roll No 19608V**

Signed: \_\_\_\_\_  
(Chairperson Board of Management)

Signed: \_\_\_\_\_  
(Principal)

Date: 10<sup>th</sup> March 2020

Date of next review: March 2021

## 2 Anti-Bullying Policy

### Appendix 3 Teacher form for recording bullying behaviour. St Kilian's NS

#### 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 him/herself	<input type="checkbox"/>
Other Pupil	<input type="checkbox"/>
Parent	<input type="checkbox"/>
Teacher	<input type="checkbox"/>
Bullying Sociogram Form	<input type="checkbox"/>
Other	<input type="checkbox"/>

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

Playground	<input type="checkbox"/>
Classroom	<input type="checkbox"/>
Line	<input type="checkbox"/>
Toilets	<input type="checkbox"/>
School Bus	<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	Racist	Membership of Traveller	Other (specify)

#### 8. Brief Description of bullying behaviour and its impact

--

#### 9. Details of actions taken

--

Signed \_\_\_\_\_ (Relevant Teacher) Date \_\_\_\_\_

Date submitted to Principal/Deputy Principal \_\_\_\_\_



## CYBERBULLYING

### Information for Parents

Cyberbullying through **emails** and **facebook**, and bullying through **text messages** on mobile phones is becoming a serious issue in society and by extension now here for your children in our school. Cyberbullies use the Internet or mobile phones to send or post hurtful messages or post information to damage people's reputations and friendships. Cyberbullying is similar to other types of bullying, except it takes place online and through text messages sent to mobile phones. It can be particularly damaging as going online or sending texts has an underlying sense of anonymity.

The perpetrator in many cases doesn't get the opportunity to empathise with or see the impact on the victim. We don't get to see at first hand the reaction of the person receiving an injurious message. It is easy for young people to forget that real people with real feeling are at the heart of online conversations. Cyberbullies can be classmates, online acquaintances, and even anonymous users, but most often they do know their victims.

If your child has access to a computer, mobile phone or both it is extremely important that you have a knowledge of who your child is communicating with and the nature of this communication. These communications should never be private. If your child shows reluctance in sharing text messages or emails with you, then there may be a problem. Ask yourself the question what might he/she be hiding? A large portion of cyberbullying occurs in the home so you must get better informed about your children's online activities. Signs that your child is being bullied online include fear of using the computer or going to school, anxiety and psychological distress, and withdrawal from friends and usual activities.

It can be difficult for your child to come forward when being bullied even to mum or dad. To foster a climate of trust do not overreact. Do not forbid your child to use the Internet or confiscate a phone in the hope of eliminating the source of the problem. For your child this is the equivalent of social death and will leave him feeling even more victimized and could well result in your child not confiding in you again.

## 2 Anti-Bullying Policy

The best way of dealing with cyberbullying is to stop it occurring in the first place.

This can be done by being extra vigilant, keeping your computer in a family space, knowing your child's passwords, being able to monitor through spot checks text messages on your child's mobile phone. **Computers should not be kept in bedrooms under any circumstances.** Please respect the school rule that mobile phones even if switched off are banned from the school, without exception.

Teachers of 5<sup>th</sup> & 6<sup>th</sup> classes will do some work on cyberbullying during the final term.

I would urge parents to support this work. I think reading this information with your child might be a good starting point. It can be used to facilitate a conversation on this topic and enable you to draw up some basic ground rules with your child on mobile phone and computer use in the home.

If you feel your child is a victim of cyberbullying, please report this to the school. If the school staff deem that it is having a negative impact on your child's performance at school, then appropriate steps will be taken, as per the school's 'Code of Behaviour' and 'Bullying Policy.'

Incidents of cyberbullying are taken as seriously as all other forms of bullying by the school's authorities, and will be dealt with in a similar manner.

### Implementation

This policy was drawn up by the school staff in response to incidents occurring in the school. It was ratified by the Board of Management in June 2011.

### Communication

A hard copy was circulated to all families. The policy is also available on the school's website.

### Review

This policy will be reviewed with the school's 'Code of Behaviour' at the first staff meeting every September.

2 Anti-Bullying Policy

Signed \_\_\_\_\_

Date \_\_\_\_\_

Chairperson B.O.M