



### **Reviewed Anti-Bullying Policy**

*The primary aim for the relevant teacher in investigating and dealing with bullying is to resolve any issues and to restore, as far is practicable, the relationships of the parties involved (rather than to apportion blame)*

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 Clocha Rince NS 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; 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 school reserves the right to apply its anti-bullying policy in respect of bullying that occurs at a location, activity, function or program that is not school related if in the opinion of the Principal/Deputy Principal and/or the Board of Management the alleged bullying has created a hostile environment at school for the pupil experiencing the bullying behaviour, has infringed on the rights of that pupil at school and/or has materially or substantially disrupted the education process or the orderly operation of the school.***

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 – the use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm others.

Cyber bullying is a criminal offence.

1. *Section 10 of the Non-Fatal Offences Against the Persons Act 1997* prohibits harassment of a person  
“by any means” by “persistently following, watching, pestering, besetting or communicating with him or her”
2. *Section 13(1) of the Post Office (Amendment) Act 1951* makes it an offence if a person
  - (a) sends by telephone any message that is grossly offensive or is indecent, obscene or menacing or
  - (b) for the purpose of causing annoyance, inconvenience, or needless anxiety to another person
    - i. Sends by telephone any message that the sender knows to be false, or
    - ii. Persistently makes telephone calls to another person without reasonable cause.

- 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 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*):

- Principal
  
- Deputy Principal
  
- ISMT member with responsibility for Anti-Bullying
  
- Any other teaching member of staff designated by the principal.

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*):

**‘Bully Off’ Programme** (School’s Anti-Bullying Programme)

**PDST Anti-Bullying Support Material**

**Prime Ed – Cyber Bullying Packs**

**Webwise Cyber Bullying Pack**

**Stay Safe Programme** (Bullying Modules)

**SPHE –**

The children are taught specific lessons on bullying, awareness of the various forms of behaviour, skills to deal with bullying behaviour. This is also covered under the SPHE modules on ‘Citizenship’.

**School Pledge**

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*):

**Procedures for Dealing with an Incident of Bullying Behaviour- Also see PDST Support Materials.**

NOTE: Bullying by its very nature is secretive and not therefore easily observed by the teacher/members of the school community. Support is required from all members of the school community to help combat bullying behaviour in our school.

- a. If parents have concerns that their child is being bullied they should inform the class teacher. Reports may also come from the pupil/s who are experiencing the bullying behaviours themselves and/or another pupil in the school.
- b. All reports, including anonymous reports of bullying should be immediately recorded by the teacher. The teacher should investigate and act appropriately. If the teacher suspects that bullying occurred the teacher should complete the school’s standard ‘Bullying Report Form’ and this should be passed to the Principal. Where reports are of a serious nature and/or

- c. In such a case the incident/s will be investigated by the Principal or another teacher appointed by the principal, in conjunction with the class teacher.
- d. Pupils who report bullying should be told that they acted responsibly. It should be made clear to all pupils that when they report bullying incidents they are not considered to be telling tales but are behaving responsibly.
- e. The first step of an investigation will involve the Principal and class teacher discussing the issue with the pupil/s who are experiencing the bullying behaviour, establishing the exact nature of the behaviour and the feelings of the pupil/s who are experiencing the bullying behaviour/s. Where practicable, incidents should be investigated outside the classroom.

**NOTE** It is the school's policy to interview pupils with a calm, unemotional and problem solving approach, outside of the classroom. All pupils may be interviewed individually and/or as a group.

- f. The Principal or teacher appointed by the Principal and class teacher will then interview the pupils involved in the alleged bullying behaviour. These pupils will be reminded of the school's expectation to speak truthfully. They will be assured that it is their behaviour that is being put under the spotlight and not their whole character. They will also be reminded that the purpose of the interview is to find out what happened. **The primary aim for the relevant teacher in investigating and dealing with bullying is to resolve any issues and to restore, as far as practicable, the relationships of the parties involved (rather than to apportion blame)**
- g. All interviews will be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils not directly involved may also be interviewed as they can provide useful information in this way.
- h. 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 a conflict in a non-aggressive manner.
- i. If a group is involved, each member should normally be interviewed individually at first. Thereafter, all those involved should normally 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.
- j. Each member of the group should be supported through the possible pressures that may face them from the other members of the group after interview by the teacher.
- k. It may also be helpful to ask those involved to write down their account of the incident(s).
- l. 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. Where the Principal/Deputy Principal or ISMT member with responsibility for Bullying or other teacher designated by the principal have determined that bullying behaviour did take place, communication will be made with the parents/guardians of the children involved in the bullying behaviour to explain the situation to them. Parental support in recognising bullying behaviour by their child is expected and vital to a successful end to this type of behaviour. The school's role is to present the facts to the parent/s /guardian/s and propose ways of helping alter this type of behaviour in their lives. Again, parents will be made aware that the issue is not the pupil themselves but their behaviour, and that an acceptance of this behaviour as bullying behaviour, by the parents and pupil is paramount towards the pupil's development and will affect who he/she will become in later life.
- m. The teacher or Principal and teacher will then meet with the parents/guardians of the child/children who experienced the bullying behaviour. The school will outline the developments to date. Where bullying behaviour is evident, the school should clearly state that following the investigation, the school is aware that bullying

behaviour did take place. The school will inform the parents/guardians on the steps that will be taken.

- n. The teacher or Principal and teacher will meet with the child/children who experienced the bullying behaviour and assure him/her/them that they are aware that he/she/they was/were being bullied. It should be also emphasised to the children who experienced the bullying behaviour that they are not to blame for this behaviour against them.
- o. The pupil(s) engaged in bullying behaviour will also be met to inform them that the school is aware of their behaviour and that this behaviour is not condoned. They should be affirmed if they cooperated with the teacher or Principal and teacher during the investigation. As is commonplace in Clocha Rince NS with all incidents of wrongdoing, the children will be asked to apologise to the pupil/s who are experiencing the bullying behaviour/s. It should be made clear to them how their behaviour is categorised as bullying in nature, and efforts should be made to try get them to see the situation from the perspective of the pupil being bullied.
- p. Sanctions may be imposed as outlined in the school's 'Code of Behaviour & Discipline'. The sanctions will be appropriate to the school's view of the level of seriousness of the behaviour. **However, as stated in this document earlier, the primary aim for the relevant teacher in investigating and dealing with bullying is to resolve any issues and to restore, as far is practicable, the relationships of the parties involved (rather than to apportion blame)**
- q. It must 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.
- r. 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 experienced the bullying behaviour is ready and agreeable.
- s. In cases where the relevant teacher considers that bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she determined that bullying behaviour has occurred, it must be recorded by the relevant teacher in the School Bullying Report Form.
- t. The principal will report to the Board of Management at each meeting on the number of reports made since the last meeting.
- u. Where a parent/guardian is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents will be referred to the school's 'Queries, Complaints and Commendations Policy' and following this will be referred to the Ombudsman for Children to make a complaint.

### **Recording of Bullying Behaviour**

- All initial incidents will be noted by the teacher.
- If determined that bullying behaviour may have taken place, the teacher will report this on the school 'Bullying Report Form' and will send this to the Principal/Deputy Principal with any personal notes.
- The principal will record bullying incidents and details of investigations on the pupil's file.
- The reporting teacher should complete the 'Bullying Report Form' again if after 20 days have elapsed and bullying behaviour still exists.
- The principal will report to the Board of Management at each meeting on Bullying Reports.
- The Board of Management will report a review on the Anti-Bullying policy on an annual basis.

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*) :

The school's 'Bully Off' Programme identifies ways in which we can support pupils who have been the pupil/s who are experiencing the bullying behaviour of bullying behaviour. This may involve a 'Lunchtime Club' and/or a 'Circle of Friends Network'.

The strategies outlined in the PDST Anti-Bullying Support Materials will be employed as appropriate.

### **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 Traveller community.

10. This policy was adopted by the Board of Management on \_\_\_\_\_ [date].
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.

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

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

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Date of next review: \_\_\_\_\_



## Recording Form for incident of Bullying Behaviour

( to be used to report bullying incidents and to be used if bullying behaviour continues to exists 20 days after school anti-bullying procedures have been adopted for this incident)

### 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"/>
School Bus	<input type="checkbox"/>
Other	<input type="checkbox"/>

### 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	<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 \_\_\_\_\_



### Anti-Bullying Annual Review Checklist

The Board of Management (the Board) must undertake an annual review of the school's anti-bullying policy and its implementation. The following checklist must be used for this purpose. The checklist is an aid to conducting this review and is not intended as an exhaustive list. In order to complete the checklist, an examination and review involving both quantitative and qualitative analysis, as appropriate across the various elements of the implementation of the school's anti-bullying policy will be required.

	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 \_\_\_\_\_  
Chairperson, Board of Management

Date \_\_\_\_\_

Signed \_\_\_\_\_  
Principal

Date \_\_\_\_\_



### Notification of Annual Review of Anti-Bullying Policy

To: \_\_\_\_\_

The Board of Management of Clocha Rince NS 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 4** of the Department's *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

Signed \_\_\_\_\_  
Chairperson, Board of Management

Date \_\_\_\_\_

Signed \_\_\_\_\_  
Principal

Date \_\_\_\_\_