Anti Bullying Policy

Policy Document

Belclare National School

Anti Bullying Policy

S.N. AN CROÍ RÓ NAOFA, BELCLARE

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 Belclare National School has adopted the following anti bullying policy within the framework of the school's overall code of behavior. 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 behavior.

   • A positive school culture and climate (Appendix 1) which is welcoming of difference and diversity and is based on inclusivity;
   • encourages pupils to disclose and discuss incidents of bullying behavior in a non threatening environment.
   • involves collaboration among and between staff and pupils 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 behavior (including use of established intervention strategies) and ongoing 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;

   'Unwanted negative behavior, 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 behavior 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 traveler community and bullying of those with disabilities or special educational needs.

   Isolated or once off incidents do not fall within the definition of bullying and should be dealt with as appropriate in accordance with the school's code of behavior.

Negative behavior that does not meet this definition of bullying will be dealt with in accordance with the school's code of behavior.

Additional information on different types of bullying is set out in section 2 of the Anti Bullying procedures for Primary and Post Primary schools and appears as Appendix 1 of this document.

4. The relevant teachers for investigating and dealing with bullying are as follows;
   - The class teacher initially
   - Designated teacher; Stella Shally
   - The Principal , Yvonne Ryan, thereafter is necessary.

5. The following education and prevention strategies, at the appropriate and relevant level for each class, will be used by the school:

   - Prevention and awareness raising measures across all aspects of bullying and involves strategies to engage pupils in addressing problems when thee arise. In particular, such strategies need to build empathy, respect and resilience in pupils.
   - Provide pupils with opportunities to develop a positive sense of self worth
   - Prevention and awareness raising measures focusing on cyber bullying by educating pupils on appropriate online behavior, how to stay safe while online.
   - Teachers can influence attitudes to bullying behavior in a positive manner.
   - There are a number of curriculum components and programmes which are particularly 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 & RSE programmes at primary level are personal safety skills programmes which seek to enhance children's self protection skills including their ability to recognize and cope with bullying. Various other social, health and media education programmes can further help to address the problem of bullying behavior.
   - The work could be extended into many other areas such as Art, Drama, Religious Education and Physical Education. Co-operation and group enterprise can be promoted through team sports, school clubs and societies as well as through practical subjects.
   - Sporting activities in particular can provide excellent opportunities for channeling and learning how to control aggression. GAA and soccer coaching is offered to some classes from outside agencies and teachers are also involved in coaching the school's soccer and Gaelic teams.

6. The school's procedures for investigation, follow up and recording of bullying behavior and the established intervention strategies used by the school for dealing with cases of bullying behavior are as follows,

   The primary aim 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). With this in mind the schools procedures are as follows;

I.   In investigating and dealing with bullying, the teachers will exercise their professional judgement to determine whether bullying has occurred, what type if it has and how best the situation might be resolved.

II. All reports of bullying must be investigated and dealt with by the relevant teachers. 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.

III. Non teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners must be encouraged to report any incidents of bullying behavior witnessed by them, or mentioned to them, to the relevant teachers.

IV. Parents and pupils are required to co-operate with any investigation and assist the school in resolving any issues and resorting, as far as is practicable, the relationships of the parties involved as quickly as possible.

V. It is very important that all involved (including each set of pupils and parents) understand the above approach form the outset.

VI. Teachers should take a calm, unemotional problem solving approach when dealing with incidents of alleged bullying behavior reported by pupils, staff or parents.

VII. 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.

VIII. 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 the way.

IX. When analyzing incidents of bullying behavior, the relevant teachers should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting and example in dealing effectively with a conflict in a non aggressive manner.

X. If a group if involved, each member should be interviewed individually at first. Thereafter all whose 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.

XI. 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.

XII. Where the relevant teachers have determined that a pupil has been engaged in bullying behavior, 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 prospective of the pupil being bullied.

XIII. It may also be appropriate or helpful to ask those involved to write down their account of the incidents

XIV. In cases where it has been determined by the relevant teachers that bullying behavior 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 schools should give parents an opportunity of discussing ways in which they can reinforce or support eh actions being taken by the school and the supports for their pupils.

XV. 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 or her parents and the school.

XVI. Follow up meetings with the relevant parties involved may be arranged separately with a view to possibly bringing them together at later date if the pupil who has been bullied is ready and agreeable.

XVII. 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.

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

- A report must be investigated and dealt with by the relevant teachers. Teachers will use their professional judgement in relations to the records to be kept of these reports, the actions taken and any discussions with those involved regarding same and written record of all reported incidents kept in central file.
- If it is established by the relevant teachers that bullying has occurred the teachers 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.

- The relevant teachers must use the recording templates (Appendix 3) to record behavior and steps taken.

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

    - Suggested approaches;
    - The traditional Disciplinary approach
    - Strengthening the victim
    - Mediation
    - Restorative Practice
    - The support group method
    - The method of shared concern.

8. **Supervision and monitoring of pupil;** The Board of Management confirms that appropriate supervision and monitoring policies and practices are in place to both prevent and deal with bullying behavior and to facilitate early intervention where possible.

9. This policy was adopted by the Board of Management on _____

10. This policy has been made available to school personnel, published on the school website and will be made available to the Department and the patron if requested.

11. This policy and its implementation will be reviewed (Appendix 4) 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. A record of the review and it's outcome will be made available if requested to the patron and the department.

Signed   *__Ulick Egan__*   Signed   *__Yvonne Ryan__*
Chairperson, Board of Management.   Principal.

Date *__November 2018__*   Date *__November 2018__*

Date of next review *__June 2020__*

Belclare National School

Parent's 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)*

4. Location of incidents (tick relevant

relevant box(es)*

Pupil Concerned		Playground	
Other pupil		Classroom	
Parent		Corridor	
Teacher		Toilets	
Other		School Bus	
		Other	

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

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 of bullying behaviour and its impact;

9. Details of actions taken

Signed _____ (Parent) Date _____

Witness _____

Date submitted to Principal/Deputy Principal _____

* Note: The categories listed in the tables 3, 4 & 6 are suggested and schools may add to or amend these to suit

Appendix 2	**Belclare National School**
	Teacher's 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)*

4. Location of incidents (tick relevant

relevant box(es)*

Pupil Concerned		Playground	
Other pupil		Classroom	
Parent		Corridor	
Teacher		Toilets	
Other		School Bus	
		Other	

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

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

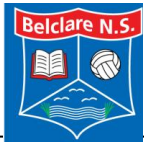8. Brief Description of bullying behaviour and its impact;

9. Details of actions taken

Signed _____ (Relevant Teacher) Date _____

Date submitted to Principal/Deputy Principal _____

Belclare National School

Child's template for recording bullying behaviour

1. Name of pupil being bullied and class group

Name _____Class_____

2. Who was involved?

_____

_____

_____

_____

_____

3. Where did it happen?

(tick relevant box(es)*

4. When did it happen? (tick relevant

relevant box(es)*

Classroom		Before School	
Corridor		Breaktimes	
Playgroup		After school	
School bus		Other	
Other			

5. What Happened? (words and / or picture)

Signed (child) _____ (teacher) _____

Date; _____

Date submitted to Principal/Deputy Principal _____

Belclare National School

Investigation & Recording.

1. Reporting

_____

_____

_____

_____

_____

2. An account of investigation & recording

_____

_____

_____

_____

_____

3. What action was taken?

_____

_____

_____

_____

_____

_____

_____

_____

_____

Names;

Teacher _____

D.L.P. _____
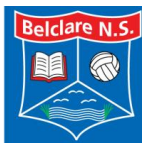
The Board of Management of Belclare National School must undertake an annual review of the school's anti-bullying policy and its implementation.

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 Anti-Bullying Procedures for Primary and Post-Primary Schools?	
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 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?	