



Anti-Bullying Policy

Reviewed 09/09/2023

1. In accordance with the requirements of the Education (Welfare) Act 2000 and the Code of Behaviour Guidelines issued by the NEWB, the Manager of the Intermediate School Killorglin 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 Manager 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 principle of best practice in preventing and tackling bullying behaviour.

A positive school culture and climate, which is welcoming of difference and is based on inclusion and equality, encourages pupils to disclose and discuss incidents of bullying 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 bullying related to sexuality and gender
- Effective supervision and monitoring of pupils
- Focus on well-being in all areas and aspects of the curriculum – within subjects, extra-curricular and co-curricular activities
- 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:

'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 or gender based 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 if 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:

- Class teacher/ Class Tutor
 - Year Head
 - Guidance Counsellor
 - Deputy Principal
 - Principal
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- i. Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents
 - ii. Incidents are generally best investigated outside the classroom situation to ensure the privacy of all involved

- iii. 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.
- iv. 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
- v. Where the relevant teacher has 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.
- vi. 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.

This list is not hierarchical and a combination of the above may be necessary as circumstances demand.

5. The education and prevention strategies (including strategies specifically aimed at cyber bullying and identity-based bullying including in particular, sexuality and identity-based bullying) that will be used by the school are as follows:

- Our Mission Statement
- The Code of Behaviour
- SPHE classes
- CSPE classes
- RE classes
- Wellbeing programme
- Continuous awareness raising e.g. school assemblies, anti-bullying week, class tutor time, etc
- Visiting speakers

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:

- i. The primary aim for the 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 (rather than to apportion blame)
- ii. In investigating and dealing with bullying, the relevant teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved
- iii. All reports including anonymous reports of bullying must be investigated and dealt with by the relevant teacher
- iv. 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.
- v. 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
- vi. 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
 - Any feedback received from the parties involved, their parents, the school Principal or Deputy Principal
- vii. 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. 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.

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

- The teaching and learning strategies applied throughout the school always allow for the enhancement of the pupil's self-worth, as indicated in our Mission Statement. In this way pupils who have been bullied get opportunities to raise their self-esteem, to develop their friendship and social skills and thereby build resilience wherever this is needed.
- Pupils who have been bullied may need counselling. This is available from the school counsellor.
- 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. This is available from the school counsellor.
- Pupils who observe incidents of bullying behaviour are always encouraged to discuss these with teachers as part of their caring role in our community.

8. Supervision and Monitoring of Pupils

The Manager 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 Manager 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 Manager on 27th April, 2016 and has been reviewed on 20th September, 2017, 21st June, 2018, 8th November 2021, 9th September 2023.

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 Parent's Association (where one exists). A copy of this policy will be made to the Department and the Patron if requested.

12. This policy and its implementation will be reviewed by the Manager 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, is otherwise readily accessible to parents and pupils on request) and provided to the Parent's Association (where one exists). A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Ratified by:



Date:

09/09/2023

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))

Pupil concerned	
Other Pupil	
Parent	
Teacher	
Anonymous	
Other	

4. Location of incidents

(tick relevant box(es))

Playground	
Classroom	
Corridor	
Toilets	
School Bus	
Online	
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:

Gender/Sexuality	Disability/ SEN related	Racist	Membership of Traveller Community	Other (specify)

8. Brief description of bullying behaviour and its impact

9. Details of actions taken

10. Signed _____ **(relevant teacher)** **Date** _____

Date submitted to Principal/ Deputy Principal _____