**Anti-bullying policy**

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 Killeen 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; 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 trans phobic 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.
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.

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.

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.

1. The relevant teacher(s) for investigating and dealing with bullying is(are) as follows:

All teachers

* Bully & Victim will be interviewed by relevant class teacher and principal (away from the classroom). This will be done on a sensitive way. The relevant teacher should seek answers to questions of what, where, when, who & why. This will be done in a calm non-aggressive manner. Notes will be recorded if necessary. Children involved may be asked to write down their account of the incident.
* If a group is involved each member will be interviewed individually at first, then meet as a group. At the group meeting each child will give his/her account of what happened, to ensure that everyone in the group is clear about each other’s statements. Again they may be asked to write down their account of the incident.
* Each child will be supported through possible pressures that they may face from other children.
* Where it has been determined by the relevant teacher that bullying occurred parents of the parties involved will be contacted to inform them of the matter and explain actions taken.
* If a child engages in bullying behaviour, it will be pointed out that he/she is in breach of the schools anti-bullying policy and efforts will be made to get him/her to see the situation from the perspective of the pupil being bullied.
* It will be pointed out to all involved that where disciplinary sanctions are required, this is a private matter between pupils being disciplined, his/her parents and school.
* Follow-up meetings will take place.
* In determining whether a bullying case has been adequately/appropriately addressed the relevant teacher must check:
* Has bullying behaviour stopped
* Have issues between parties been resolved
* Is there now a positive relationship between parties
* Feedback from parents and parties involved
* Where a parent is not satisfied with the way the school dealt with bullying incident the parent must be referred as appropriate to schools complaints procedures
* If parent still unhappy, school must advise parents of their rights to make a complaint to the ombudsman for children.
1. 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:

* Define Bullying – Classroom Discussions
* SPHE Programme
* RSE Programme
* The Stay Safe Programme
* Effective supervision/monitoring of pupils

November 2013: Spokesperson on cyber-bullying to address parents, follow-up in classroom.

Expert on topic – speak to parents and children.

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:
2. Interview – using questions what, where, when, who, why
3. Group bullying – each child interviewed individually then as a group
4. Help given to both parties involved
5. Parental involvement(if deemed necessary)
6. Lessons on bullying to follow in relevant classroom
7. Classroom discussions
8. All incidences of bullying will be recorded
9. Follow up with child(ren) concerned and parents(from time to time)
10. Reassurance: Children must know that parents/teachers are there to support and help at all times
11. The school will also work with the alleged bullies and their victims in revising the programmes above and with one-to-one support in resolving the issues raised.
12. Monitor/Observe closely
13. Talk regularly with child
14. Meet with parents on regular basis at beginning and then if parents are happy, meet occasionally
15. Be understanding, listen attentively
16. Make sure child knows you are there to help
17. Make sure all information is passed on from year to year/class to class

**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.

This policy was ratified by the Board of Management on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 (Chairperson of Board of Management) (Principal)

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

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

Appendix A *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**

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| --- |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **3. Source** of bullying concern/report (tick relevant box(es))\* |  |  | **4. Location** of incidents (tick relevant box(es))\* |  |
| Pupil concerned |   |  | Playground  |   |
| Other Pupil |   |  | Classroom |   |
| Parent |   |  | Corridor |   |
| Teacher  |   |  | Toilets |   |
|  |  |  | 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**

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| --- |
|  |

1. **Details of actions taken**

|  |
| --- |
|  |

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Relevant Teacher)

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

Date submitted to Principal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­­­­­­­\_\_\_

**Appendix B**

**Checklist for annual review of the anti-bullying policy** **and its implementation**

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 *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 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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Chairperson, Board of Management

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Principal

**Notification regarding the Board of Management’s annual review of the anti-bullying policy**

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

The Board of Management of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 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 the Department’s *Anti-Bullying Procedures for Primary and Post-Primary Schools.*

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Chairperson, Board of Management

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Principal