

Anti-Bullying Policy – Ballylooby N.S.

1. In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by NEWB, the Board of Management of **Ballylooby** 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 it's 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 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.

This definition includes a wide range of behaviour, whether verbal or written, whether physical or social, whether targeting a person or property, whether carried out directly or indirectly or through any electronic or other medium, which could harm a pupil or undermine his/her self esteem or self- confidence.

Appendix 1 gives a list of specific examples of bullying behaviour. This list is not exhaustive.

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 for investigating bullying behaviour will normally be the class teacher(s) of the children involved (or the teacher on yard if the incident(s) occurs on yard).
 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:
 - Stay Safe Programme
 - S.P.H.E. (Anti-Bullying module)
 - R.S.E. Programme
 - Walk Tall Programme
 - Circle Time
 - Poster and books addressing cyber-bullying
 - Anti-Bullying Website (D.E.S.)
 - Talks on bullying by Gardaí and local Priest.
 - Awareness Raising Exercises
- Pupils are helped to examine the issue of bullying in a calm and rational way, outside of the tense context of particular bullying incidents. In the process they are made more aware of the nature of bullying and the various forms that it can take.

- Pupils are made aware that the consequences of bullying behaviour are always bad for those who are targeted, even if this is not always obvious at the time.
- Pupils are encouraged to recognise, reject and report bullying behaviour (either spontaneously or through questionnaires that are regularly used in the school).

Through presentations or other exercises, the school staff and parents/guardians are made aware of the nature of bullying and the signs that might indicate that a pupil is being bullied. They are encouraged to be vigilant in watching out for the signs of bullying and to report any suspicion of bullying they may have to the “Relevant Teacher”(in the case of staff members) or any staff member (in the case of parents/guardians).

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:

- The ‘Relevant Teacher’ investigates all instances of reported or suspected bullying behaviour, whether these take place within the school or outside it, with a view to establishing the facts and bringing any such behaviour to an end.
- 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.
- The School, through the ‘Relevant Teacher’ reserves the right to ask any pupil to write an account of what happened, as part of an investigation. This will be standard procedure and does not necessarily imply that a pupil is guilty of misbehaviour.
- Pupils who are alleged to have been involved in bullying behaviour are interviewed by the ‘Relevant Teacher’ in the presence of Principal or Deputy Principal to establish the nature and extent of the behaviour and any reasons for it. In the event that they have been involved in bullying behaviour they are asked

to sign/make a binding promise that they will treat all pupils fairly, equally and respectfully including the targeted pupil(s).

- The ‘Relevant Teacher’ does not apportion blame but rather treats bullying behaviour as a “mistake” that can and must be remedied. S/he emphasises that the intention is not to punish perpetrators but to talk to them, to explain how harmful and hurtful bullying is and to seek a promise that it will stop. If that promise is forthcoming and is honoured there will be no penalty and that will be the end of the matter. Pupils who report bullying therefore are not getting others “in trouble” so much as enabling them to get out of trouble into which they may ultimately get if the bullying continued.
- When an investigation is completed and/or bullying situation is resolved the ‘Relevant Teacher’ will complete a report, to include the findings of the investigation, the strategy adopted and the outcome of the intervention, as well as any other relevant information.
- If a pupil has signed/made such a promise but then chooses to break that promise and continue the bullying behaviour, this can then no longer be considered a “mistake”. In this event parent(s)/guardian(s) will be informed. Bullying behaviour is regarded as a very grave matter and a serious sanction may be imposed in the school. (see list of possible sanctions)
- Parents and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible.
- The School will 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.
- Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it will be made clear to him/her how he/she is in breach of the school’s anti bullying policy and efforts will be made to try to get him/her to see the situation from the perspective of the pupil being bullied
- It will 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.

- 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 has been bullied is ready and agreeable. (this can have a therapeutic effect).
- 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 the bullying behaviour has occurred, it must be recorded by the relevant teacher in the recording template at [Appendix 3](#) (See Section 6.8.10 (iii))
- 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 parties have been restored as far as is practicable; and
 - Any feedback received from the parties involved, their parents or the school Principal or Deputy Principal
- The Principal will provide a report to the Board of Management once every term regarding the number of bullying cases reported and confirmation that all cases have/are being dealt with.
- 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.
- All documentation regarding bullying incidents and their resolution is retained securely in the school.

- In cases where a school has serious concerns in relation to managing the behaviour of a pupil, the advice of the National Education Psychological Service (NEPS) will be sought.
- In situations where “the incident is serious and where the behaviour is regarded as potentially abusive, the school must consult the HSE Children and Family Social Services with a view to drawing up an appropriate response, such as a management plan”.
- Serious incidents will be reported to the Gardaí.

Sanctions

Where a pupil has been found to be engaged in bullying behaviour, has formally promised to stop and has broken that promise, any of the following sanctions may be imposed:

These sanctions may include:

- Detention – Separation from friends in Time Out
- Parent(s)/guardian(s) may be contacted by the ‘Relevant Teacher’ and informed of the nature and extent of the bullying behaviour with a view to agreeing a strategy whereby a promise to end the bullying behaviour would be honoured
- Parent(s)/guardian(s) may be invited to a meeting with the ‘Relevant Teacher’ and the Principal and the pupil may be suspended from school
- The case may be referred to the Board of Management and the pupil may be expelled from the school
- Other sanctions as per the Code of Behaviour

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

- **Bullied Pupils:**
 - Ending the bullying behaviour
 - Changing the school culture to foster more respect for bullied pupils and all pupils
 - Changing the school culture to foster greater empathy towards and support for bullied pupils

- Indicating clearly that the bullying is not the fault of the targeted pupil through speedy identification of those responsible and speedy resolution of bullying situations
- After resolution, enabling bullied pupils to complete a victim impact statement
- Making adequate counselling facilities available to pupils who need it in a timely manner e.g. N.E.P.S. Psychologist
- Helping bullied pupils raise their self esteem by encouraging them to become involved in activities that help develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school).
- Implementing a “buddy system” in the school (*if appropriate*)

Bullying pupils:

- Making it clear that bullying pupils who reform are not blamed or punished and get a “clean sheet”
- Making it clear that bullying pupils who reform are doing the right and honourable thing and giving them praise for this
- Making adequate counselling facilities available to help those who need it learn other ways of meeting their needs besides violating the rights of others
- Helping those who need to raise their self-esteem by encouraging them to become involved in activities that develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school)
- Using learning strategies throughout the school and the curriculum to help enhance pupils’ feelings of self-worth
- In dealing with the negative behaviour in general, encouraging teachers and parents to focus on, challenge and correct the behaviour while supporting the child
- In dealing with bullying behaviour seeking resolution and offering a fresh start with a “clean sheet” and no blame in return for keeping a promise to reform

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. The Board of Management confirms that the school will, in accordance with its obligations under equality legislation, take all such steps as 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 28 /09/2016 [date].
11. This policy has been made available to school personnel and is otherwise readily accessible to parents and pupils on request and provided to the Parents' Association. A copy of this policy will be made available to the Department of Education and Skills and to 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, and will be readily accessible to parents and pupils on request and provided to the Parent's Association. A record of the review and its outcome will be made available to the Department of Education and Skills and to the patron if requested.