St Kilian's Junior School

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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 St. Kilian's JNS has adopted the following anti-bullying policy within the framework of the school's over- all 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) 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;
- Teaches children what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.
- Displays key respect messages in classrooms, in assembly areas and around the school, children are involved in the development of these messages.
- Catches them being good – notices and acknowledges desired respectful behaviour by providing positive attention
- Consistently tackles the use of discriminatory and derogatory language in the school – this includes racist and homophobic language and language that is belittling of pupils with a disability or SEN
- Have a system of encouragement and rewards to promote desired behaviour and compliance with school rules, happy cards in the yard, pupil of the week certificates
- Teaches pupils about the appropriate use of social media in line with the new revised Stay Safe Code.
- Encourages children to follow the guidelines of our Internet Acceptable Use Policy and follows through with pupils who ignore the rules.
- Ensures adequate playground/school yard/outdoor supervision
- School staff get pupils to help them identify bullying hot spots, playground, outdoor areas, moving classrooms and other areas of unstructured supervision.

(B) Effective leadership

(C) A school-wide approach

(D) A shared understanding of what bullying is and its impact

(E) 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

(F) Effective supervision and monitoring of Pupils

(G) Supports for Staff

(H) Consistent Recording, investigation and follow-up of bullying behaviour(including the use of established intervention strategies); and

(I) 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 will be dealt with, as appropriate, in accordance with our 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.

Any bullying incidents that happen outside of school time but have a negative impact in school, must be dealt with by the school.

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

Types of Bullying Behaviour (list is non-exhaustive)
- Harassment based on any of the nine grounds in the equality legislation, gender, family status, religion, age, race, disability, membership of the traveller community.

- Physical Aggression; including pushing, shoving, punching, kicking, poking, tripping people , severe physical assault, "mess fights" (which can be used as a disguise for physical harassment or inflicting pain)
- Isolation/exclusion and other relational bullying.
- Damage to property
- Name calling
- Slagging
- Offensive graffiti
- Extortion
- Intimidation
- Insulting or Offensive gestures
- The "Look"
- Invasion of personal space
- Cyber-bullying
  This type of bullying is continuously evolving. It is bullying carried out through the use of ICT such as text, social network sites, email, instant messaging, apps, gaming sites, chat rooms and other online technologies. Being the target of inappropriate or hurtful messages is the most common form of online bullying. As it does not require face to face contact, cyber-bullying can occur at any time (day or night). Many forms of bullying can be facilitated through cyber-bullying.
- Identity based bullying
  homophobic and transgender; spreading rumours about a person's sexual orientation, name calling "gay, queer, lesbian….used in a derogatory manner.
  race, nationality, traveller and any of the nine discriminatory grounds mentioned in Equality Legislation; discrimination, prejudice, comments, insults, exclusion.
  appearance, size, weight.
  Relational bullying
  Isolation and exclusion, ignoring, malicious gossip, taking someone's friend away, "bitching", spreading rumours, breaking confidence, talking loud enough so that the victim can hear, the "look", use of terminology such as "nerd" in a derogatory way.
- Sexual
  Unwelcome or inappropriate sexual comments or touching

- Special Educational Needs:
  Name calling, taunting others because of their disability or learning needs, taking advantage of some pupil's vulnerabilities and limited capacity to recognise and defend themselves against bullying,
  Taking advantage of some pupil's vulnerabilities and limited capacity to understand social situations and social cues, mimicking a person's disability, setting others up for ridicule.

4. The relevant teacher for investigating and dealing with bullying is in the first instance the class teacher. However any teacher may act as a relevant teacher depending on circumstances. The Principal will be made aware of any serious instances of bullying, or any bullying incidences which have not been resolved within 20 days.

5. The education and prevention strategies that will be used by the school are as follows;

- A school-wide approach to the fostering of respect for all members of the school community.
- The S.P.H.E. curriculum, including the Stay Safe Programme, RSE programme and Walk Tall programme
- The promotion of the value of diversity to address issues of prejudice and stereotyping, and highlight the unacceptability of bullying behaviour.
- The fostering and enhancing of the self-esteem of all our pupils through curricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.
- Whole staff professional development on bullying to ensure that all staff develop an awareness on what bullying is, how it impacts on pupils' lives and the need to respond to it.
- Supervision and monitoring of classrooms, corridors, school grounds, school tours, and the use of ICT within the school.
- The Anti-bullying policy, as part of the code of conduct, is to be given to each parent(s)/guardian(s) when their child enrols.
- Monthly assembly, where pupil of the week certificates are given out.
- School golden rules displayed in each classroom.
- Encouragement of a culture of telling, with particular emphasis on the importance of bystanders. In this way, the children will gain confidence in "telling". It will be made clear to children that when they report incidences of bullying, they are not "telling tales" but are behaving responsibly.
- Teaching of Circle Time lessons
- The Children will learn how to tell
  # direct approach to teacher
  # ask their parent to tell on their behalf
  # quietly to teacher after class or at a quiet time
- Identify clear protocols to encourage parents to approach the school if they suspect their child is being bullied (approach the class teacher)
- The Acceptable Use Policy updated to reflect new threats from ICT.

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 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).

   Our school's procedures are consistent with this approach, and we will make every effort to ensure that all involved (including pupil's parent(s)/guardian(s) understand this approach from the outset.
   While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher will use her/his professional judgement in relation to the records to be kept of these reports, the actions taken and any discussions with those involved regarding same.
   If it is established by the relevant teacher that bullying has occurred, the relevant teacher will keep appropriate written records which will assist her/his efforts to resolve the issues and restore, as far as is practicable, the relationship of the parties involved.

The relevant teacher will use the recording template to record the bullying behaviour in the following circumstances:

In cases where he/she 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 occurred. The recording template must be completed in full, retained by the relevant teacher and a copy provided to the Principal.

He/she will also keep the Principal informed when bullying behaviour is still ongoing after 20 days, or when a serious bullying incident occurs. The relevant teacher may consult the Principal at any time in relation to a case.

Reporting Bullying Behaviour:
- Any pupil, parent/guardian may bring a bullying to the attention of any teacher in the school.
- All reports including anonymous reports of bullying must be investigated and dealt with by the relevant teacher.
- Teaching and non-teaching staff such as the secretary, caretaker, SNAs, cleaners must report incidences of bullying witnessed by them to the relevant teacher
- In investigating and dealing with bullying, the relevant teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best to resolve the situation.
- Parents/guardians 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.
- Teachers will take a calm, unemotional, problem-solving approach.
- Where possible incidents will be investigated outside the classroom situation to ensure the privacy of all involved.
- Teachers will seek answers to questions of what, where, when, who and why, in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner.
- If a group is involved, each member will be interviewed separately at first. Thereafter, all those involved should be met as a group. At the group meeting, all those involved should be asked of their account of what happened.
- Each member of the group should be supported through the possible pressures they may face after the interview.
- In cases where it is determined by the relevant teacher that bullying has taken place, the parents/guardians involved should be contacted at an early stage, and explain the actions being taken. The parents will be given an opportunity to discuss ways to support the actions being taken by the school, and the supports provided to the pupils.
- Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it will be made clear to them that they are in breach of the school's anti-bullying policy and efforts will be made to try to get them to see the situation from the perspective of the pupil being bullied.
- It will also be made clear to all pupils and parents involved that the disciplinary action being taken is a private matter between the pupil being disciplined, their parents, and the school.

Follow up

In determining whether a bullying case has been adequately addressed, the relevant teacher must take the following into account
- Whether the bullying behaviour has ceased
- Whether any issues between the parties have been resolved
- Whether the relationships between the parties have been resolved
- Any feedback from the parties

Follow up meetings with parents will be arranged separately with a view to bringing them together at a later date if the pupil who has been bullied is agreeable.

Where a parent/guardian is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent/guardian will be referred, as appropriate, to the school's complaints procedures

In the event that a parent/guardian has exhausted the school's complaints procedures and is still not satisfied, the school will advise the parent/guardian of their right to make a complaint to the Ombudsman for children.

Recording:
Informal pre-determination that bullying has occurred;
All staff must keep their own written record of any incidents witnessed by them, notified to them, or anonymous.

The relevant teacher will keep records of the actions taken and notes of all discussions with those involved.

The relevant teacher will inform the principal of all incidents being investigated.

Formal Stage 1 determination that bullying has occurred:
If it is established by the relevant teacher that bullying has occurred, the relevant teacher will keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as practicable, the relationships of the parties involved.

Formal Stage 2
The relevant teacher will use the recording template to record the bullying behaviour in the following circumstances:
- In cases where the bullying behaviour has not been adequately or appropriately addressed within 20 school days after he/she has determined that bullying behaviour occurred and
- Where the school has decided as part of its anti-bullying policy that in certain circumstances bullying behaviour must be recorded and reported immediately to the principal (very serious incidences of bullying as determined by the principal)
- When the recording template is used, it must be retained by the relevant teacher and a copy sent to and retained by the principal. Copies will be kept in the school until the child who has been bullied is 21 years old.

Established intervention strategies:
Teacher interviews with all pupils
Negotiating agreements between pupils and following these up
   by monitoring progress
Working with Parents/Guardians to support school interventions
No blame approach
Circle Time
Restorative interviews

7. The school's programme of support for working with pupils affected by bullying is as follows;
In school supports and opportunities will be provided for the pupils affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience.
If pupils require counselling and further supports, the school will endeavour to liaise with the appropriate agencies to organise same. This may be for the pupil affected by bullying or involved in the bullying behaviour.
Pupils will be taught to understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.

8. 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
Appropriate monitoring and supervision practices are in place in the school
The bullying danger spots, the yard and transition times have been identified by the staff and pupils.
In relation to the school's Acceptable Use Policy, the following issues have been addressed, all internet sessions are supervised by a teacher, pupils do not engage in chat rooms, discussion forums or other online sites unless under the direct supervision of the teacher.

9. Prevention of Harassment:
The Board of Management confirms that the school will, in accordance with its obligations, under equality legislation, take all 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, gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the travelling community.

10. This policy was adopted by the Board of Management on 6th May 2014.

11. This policy is to be made available to school personnel, is to be made available to parents if requested, and provided to the Parents Association. A copy will be made available to the Department of Education and the Patron if requested. 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 , parents when requested, and the Parents' Association. A note will be included on the school website that the policy is available to parents in the office at any time if they wish to read it. A record of the review and its outcome will be made available, if requested, to the Patron and the Department.

Signed: _____

Chairperson B.o.M.

Date: 6th May 2014

Signed: _____

Principal

Date: 6th May 2014