

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 Rathgar 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;
- Promotes respectful relationships across the school community;
- Effective leadership;
- A whole school approach;
- A shared understanding of what bullying is and its impact;
- Implementation of education and prevention strategies (including awareness raising measures) that builds 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 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 will 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 teachers for investigating and dealing with bullying are the class teachers. A consistent and clear approach to dealing with bullying when it occurs is essential to effective practice. A pupil or parent may bring a bullying concern to any teacher in the school but normally the class teacher.

5. The education and intervention/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:

Strategies:

- to build empathy, respect, resilience
- to develop self esteem
- to develop pupils' awareness and understanding of bullying
- to educate pupils to appropriate online behaviour
- to develop a culture of reporting concerns on bullying/cyberbullying
- to cultivate a good school culture which has respect for all and helping one another as central
- to build effective classroom behaviour
- to help build understanding and encourage accountability
- to provide opportunities for healing

Strategies developed through:

- i. **The SPHE curriculum:**
 - Exploring bullying
 - Belonging
 - Integrating
 - Communication
 - Dealing with conflict
 - Friendships
 - Circle Time
 - Role Play (Drama)
- ii. **Stay Safe Programme**
 - Personal safety
 - Self protection skills
 - Recognising bullying
 - Response to bullying
 - Coping with bullying
- iii. **Schools of Health in Ireland**
 - Development of health promotion in school

- iv. **Student Behaviour Reflection form**
- v. **Curriculum subjects used to foster an attitude of respect for all**
 - To promote the value of diversity
 - To address prejudice and stereotyping
 - To highlight the unacceptability of bullying behaviour.
 - To promote group enterprise – team sports
 - To provide opportunities to channel and learn how to control aggression
- vi. **Online Resources – Tools for Teachers**
 - www.antibullyingcampaign.ie
- vii. **Student Council**
 - Promote and assist in order to counter bullying

6. The school's procedure 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:

Procedures for investigating and dealing with bullying

- i. The primary aim for the relevant 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 involved (rather than to apportion blame);
- ii. 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;
- iii. All reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher. 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;
- iv. Non-teaching staff such as secretaries, special needs assistants (SNAs), extracurricular teachers, lollipop lady, bus escorts, caretakers, cleaners must be encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher;
- v. 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;
- vi. It is very important that all involved (including each set of pupils and parents) understand the above approach from the outset;
- vii. Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents;
- viii. Incidents are generally best investigated outside the classroom situation to ensure the privacy of all involved;
- ix. 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 this way;
- x. When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner;
- xi. If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved may 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;
- xii. 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;
 - xiii. It may also be appropriate or helpful to ask those involved to write down their account of the incident(s);
 - xiv. 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;
 - xv. 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;
 - xvi. 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;
 - xvii. 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;
 - xviii. 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 at Appendix 3, Procedures for Recording Bullying Behaviour.
 - xix. 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; and
 - Any feedback received from the parties involved, their parents or the school Principal or Deputy Principal;
 - xx. 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;
 - xxi. 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.

Procedures for recording investigations/outcomes of behaviour

All records must be maintained in accordance with relevant data protection legislation. The school's procedures for noting and reporting bullying behaviour will adhere to the following:

- i. While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher will use his/her professional judgement in relation to the

- records to be kept of these reports, the actions taken and any discussions with those involved regarding same;
- ii. If it is established by the relevant teacher that bullying has occurred, the relevant teacher 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.
 - iii. The relevant teacher must use the recording template at Appendix 3 to record the bullying behaviour in the following circumstances:
 - a. 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 bullying behaviour occurred; and
 - b. 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 or Deputy Principal as applicable.

In each of the circumstances at (a) and (b) above, the recording template at Appendix 3 must be completed in full and retained by the teacher in question and a copy provided to the Principal or Deputy Principal as applicable. It should also be noted that the timeline for recording bullying behaviour in the recording template at Appendix 3 does not in any way preclude the relevant teacher from consulting the Principal or Deputy Principal at an earlier stage in relation to a case.

Bullying as part of a continuum of behaviour

It is also important to note that bullying behaviour can be part of a continuum of behaviour rather than a stand-alone issue and in some cases behaviour may escalate beyond that which can be described as bullying to serious physical or sexual assault or harassment. To ensure that any such cases are dealt with appropriately, the school's anti-bullying policy provides appropriate linkages with the overall code of behaviour and provide for referral to be made to relevant external agencies and authorities where appropriate. 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) should be sought.

Referral of serious cases to the HSE

In relation to bullying in schools, Children First National Guidance for the Protection and Welfare of Children 2011 (Children First) and the Child Protection Procedures for Primary and Post-Primary Schools provide that 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 and/or the Gardaí (as appropriate) with a view to drawing up an appropriate response, such as a management plan".

The Child Protection Procedures for Primary and Post-Primary Schools also provide that where school personnel have concerns about a child but are not sure whether to report the matter to the HSE, the Designated Liaison Person must seek advice from the HSE Children and Family Social Services.

Supports for pupils affected by bullying

The school's programme of support for working with pupils affected by bullying will provide opportunities to participate in activities designed to raise their self esteem, to develop friendships, to develop social skills and build resilience

- The Stay Safe programme
- Student Behaviour Reflection Form(s)
- Class discussions and/or individual discussions

- Circle Time/Drama
- Counselling
- Pupils who observe incidents of bullying behaviour will be encouraged to discuss them with teachers.
- Reporting to Student council Representatives
- Visiting teachers/speakers, e.g. Accord

Ongoing evaluation of the effectiveness of the anti- bullying policy

The effectiveness of the school's anti-bullying policy will be subject to regular review in the light of incidents of bullying behaviour encountered. The school will make provision for periodic examination of the prevention and intervention strategies in place. Surveys of pupils, staff and parents will provide important information about the effectiveness of the anti-bullying measures in place and identify any significant behavioural trends that may benefit from early intervention.

The template in Appendix 3 for recording and reporting bullying to the school Principal or Deputy Principal will be a valuable and readily accessible source of data in relation to bullying behaviour in the school. Data gathered from these reports must be regularly (at least once in every school year) collated and analysed with a view to monitoring levels of bullying behaviour and identifying any particular issues that require attention or any significant trends in behaviour. A record of this analysis must be retained and be made available to the Board of Management. Appropriate responses to any issues identified should be drawn up and implemented.

The implementation and effectiveness of the anti-bullying policy will be included as an agenda item for staff meetings so as to ensure that concerns about the policy or the welfare of individual pupils can be shared and effectively addressed.

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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.

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 adopted by the Board of Management on _____ [date].

This policy has been made available to school personnel, published on the school website and provided to the Parents' Association. A copy of this policy will be made available to the Department 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, published on the school website and provided to the Parents' Association. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: A. J. Sherris Signed: [Signature]
(Chairperson of Board of Management) (Principal)

Date: 9/11/21 Date: 9/16/21

Date of next review: November 2022

Policy reviewed September 2020 –

Signed: A. J. Sherris Chairperson of The Board of Management

Date: September 2020

03/09/2020

Rathgar National School's Anti Bullying Policy was reviewed.

The following were added :-

Related Policies

- School Rules
- Code Of Behaviour
- Anti Discrimination Policy
- Interculturism Policy
- Gender Equality Policy
- Substance Use Policy
- Adult Bullying Policy
- Restorative Practices Policy

Useful Websites

www.webwise.ie

www.spinout.ie

www.childnet.int.org

www.kidssmart.org.uk.beingsmart

www.antibullying.net

www.bbc.co.u/schools/bullying

www.abc.tcd.ie

<http://ie.reachout.com>

www.kidpower.org

www.chatdanger.com

www.sticksandstones.ie

www.childline.ie/index.php/support/bullying1395

Children's Books

Just Kidding by Trudy Ludwig

Alley Oops by Janice Levy

Arnie and the New Kid by Nancy Carlson

Sara's Sandwich by Debbie Herman

Crow Boy by Taro Yashima

First Day in Grapes by L. King Perez

My Brother Bernadette by Jacqueline Wilson

Signed A. J. Ahern

(Chairperson of Board of Management)

Date 15/11/21