

Mullaghbuoy NS Anti-Bullying policy

1. In accordance with the requirement of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB, the Board of Management of Mullaghbuoy National School has adopted the following anti-bullying policy within the framework of the school's overall code of behaviour. The policy fully complies with the requirements of the **Anti-Bullying for primary and post-primary School** 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 the best practice in preventing and tackling bullying behaviour:
 - A positive school culture and climate which
 - Is welcoming of difference and diversity and based on inclusivity;
 - 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
 - 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 school** 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 form 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 education 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 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:
(see section 6.8 of the **Anti-Bullying Procedures for Primary and Post-primary Schools**):

1. M. Egan
2. Joanne Mc Carragher
- 3.

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 (see Section 6.5 of the Anti-Bullying Procedures for Primary and Post-Primary Schools):

- Effective practice includes prevention and awareness raising measures across all aspects of bullying and involves strategies to engage pupils in addressing problems when they arise. In particular, such strategies need to build empathy, respect and resilience in pupils.
- As self-esteem is a major factor in determining behaviour, Mullaghbuoy NS endeavours to provide pupils with opportunities to develop a positive sense of self-worth.
- Initiatives and programmes focused on developing pupils' awareness and understanding of bullying, including its causes and effects, should deal explicitly with the issue of identity-based bullying.
- Prevention and awareness raising measures must also deal explicitly with cyber-bullying. The best way to address cyber-bullying is to prevent it happening in the first place.
- Mullaghbuoy NS takes particular account of the needs of pupils with disabilities or with SEN. Approaches to decreasing the likelihood of bullying for pupils with SEN include improving inclusion, focusing on developing social skills, paying attention to key moments such as transitioning from primary to post-primary and cultivating a good school culture which has respect for all and helping one another central.
- Prevention and awareness raising measures are appropriate to the type of bullying and take into account the age of the pupils involved.
- The SPHE curriculum makes specific provision for exploring bullying as well as the inter-related areas of belonging and integrating, communication, conflict, friendship, personal safety and relationships. The **Stay Safe** programme is a personal safety skills programme which seeks to enhance children's self-protection skills including their ability to recognise and cope with bullying.

- There is space within the teaching of all subjects to foster an attitude of respect for all: to promote the value of diversity; to address prejudice and stereotyping and to highlight the unacceptability of bullying behaviour, e.g. English, Physical Education.

6. The school's procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by school for dealing with cases of bullying behaviour are as follows (see Section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary Schools):

- A pupil or parent may bring a bullying concern to any teacher in the school. Individual teachers must take appropriate measures regarding reports of bullying behaviour in accordance with the school's anti-bullying policy.
- 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);
- 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.
- All reports, including anonymous reports of bullying are investigated and dealt with by the relevant teacher. In this way pupils will gain confidence in 'telling'. This confidence factor is of vital importance. It is made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly;
- Non-teaching staff such as secretaries, special needs assistants (SNAs) are encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them;
- 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;
- It is very important that all involved (including each set of pupils and parents) understand the above approach from the outset;
- Teachers take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents;
- Incidents are generally best investigated outside the classroom situation to ensure the privacy of all involved;

- All interviews are 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;
 - When analysing incidents of bullying behaviour, the relevant teacher seeks answers to questions of what, where, when, who and why. This is done 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 is 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;
 - Each member of a group is supported through the possible pressures that they may face from the other members of the group after interview by the teacher;
 - It may also be appropriate or helpful to ask those involved to write down their account of the incident(s);
 - In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parents of the parties involved are contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy). Parents are given 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 is 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;
 - It is also 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;
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- Follow-up meetings with the relevant parties involved are 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 days after he/she has determined that bullying behaviour has occurred, it is recorded by the relevant teacher in the recording template (**Appendix 3**);
 - In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher, as part of his/her professional judgement, takes 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;
- Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents are 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;
 - 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;
 - If it is established by the relevant teacher that bullying has occurred, the relevant teacher must keep appropriate written records in the designated book, which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved. The Principal is informed at this stage.
 - The relevant teacher uses the recording template at **Appendix 3** to record the bullying behaviour in the following circumstance:
 - 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;

In the circumstance 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. The timeline for recording bullying behaviour in the recording template 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.

- It is also important to note that bullying behaviour can be part of a continuum of behaviour and in some cases behaviour may escalate beyond that which can be described as bullying to serious physical harassment. 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.
- In relation to bullying in schools, *Children First National Guidance for the Protection and Welfare of Children 2017 (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 with a view to drawing up an appropriate response, such as a management plan”.

- Serious instances of bullying behaviour should, in accordance with the Children First and *the Child Protection Procedures for Primary and Post-Primary Schools*, be referred to the HSE Children and Family Services and/or Gardaí as appropriate.
- 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 TUSLA, the Designated Liaison Person must seek advice from the TUSLA.

7. The school’s programme of support for working with pupils affected by bullying is as follows (see Section 6.8 of the Anti-Bullying Procedures for Primary and Post Primary Schools):

- Mullaghbuoy NS will ensure that a programme of support for pupils who have been bullied is put in place. Such pupils may need counselling and/or opportunities to participate in activities designed to raise their self-esteem, to develop their friendship and social skills and thereby build resilience whenever this is needed.
- A programme of support for those pupils involved in bullying behaviour is also a key part of the school’s intervention process. Pupils involved in bullying behaviour need assistance on an ongoing basis. For those with low self-esteem, opportunities should be developed to increase feelings of self-worth. 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.
- Pupils who observe incidents of bullying behaviour should be encouraged to discuss them with teachers.

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.

10. This policy was adopted by the Board of Management on _____(date)
11. This policy has been made available to school personnel, published on the school website (www.mullaghbuoyns.ie) and provided to the Parents' Association. A copy of this policy will be made available to the Department and 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, published on the school website (or where none exists, be otherwise readily accessible to parents and pupils on request) 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: _____

(Chairperson of Board of Management)

Signed: _____

(Principal)

Date: _____

Date: _____

Date of next review: _____

***Adopted by BOM of Mullaghbuoy NS on 28.4.14**

***Reviewed on 5th February 2019.**