Anti-bullying Policy Kingsland NS

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 Kingsland 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 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, which is the act of bullying a target using technology such as mobile phones or the internet as a vehicle.
- 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.

Additional information on different types of bullying is set out in Section 2 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*. See Appendix 1

---

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*):

Each class teacher has the responsibility for investigating any instances of Bullying in the school and indications of any Bullying.

The Principal may be included at any stage of these investigations.

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*): See also Appendix 2 for practical tips for building a positive school culture.

- Anti-bullying lessons as set out in the Stay Safe Program are taught in all classes as part of the SPHE curriculum.
- Prim-ed books on Cyber Bullying Upper and Middle, 'Bullying' Posters from Prim-ed, Lessons from Walk Tall, Be Safe on self esteem and Anti Bullying.

- Webwise Program is taught to all classes as part of the Information Technology education and in particular Cyber Bullying and internet safety in chat rooms, on- line social networks such as Facebook, and other social sites are also discussed with senior classes.
- Community Garda is invited to talk to the children on Bullying and Cyber Bullying in particular and how the children should report it and what help there is there for them.
- Parent Association to invite guest speaker or attend venues on talks on Bullying.
- NPC booklet to be distributed to parents of the school.
- Alive O Program aims to create a caring and community based atmosphere in the school and school assemblies reflect this theme.
- Our Comenius Project Theme of 'Knowledge leads to Tolerance', is to the heart of treating others with respect and to respect diversity in school and society as a whole.
- Our Bullying Policy is linked to our Code of Behaviour Policy and bullying is dealt with in the sanctions of the Policy.
- Our Star Book Policy reflects giving positive behaviour in the school rewards. This in turn is promoting Anti Bullying in the school.
- Cyber Bullying is dealt with in the Senior Classes through the Prim-Ed books Bullying in a Cyber World. Lessons dealing with this are taught in class are also sent home to inform parents.

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 (see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*) : See Appendix 4 for full detailed procedures, these can be summarised as follows:

- Speak separately to pupils involved. Be calm (Outside classroom situation)
- Ask questions such as, What? Where? When? Who? How? Why? (in a non aggressive manner)
- In a gang situation, interview separately, thereafter in a group, where each member is aware of their own statements.
- It may be helpful to ask those involved to write down their account of the incident
- Keep a written record of the case and the interview. See Template for recording Bullying behaviour Appendix 3
- Advise bully on how they must change this type of behaviour and to see it from the point of view of the person being bullied.
- In the cases where Bullying behaviour has been determined by the teacher parents of all parties involved should be contacted and informed on the matter.
- Inform parents of the breach of the Code of Behaviour Policy of the school and any Sanctions to be imposed.
- Arrange for follow up meetings with both parties and monitor the situation

- Inform Board of management of the Bullying Incident at next Board meeting. See Appendix 5

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*) :

- Where the incident is serious and where the behaviour is potentially abusive, the school must consult the HSE Children and Family Social Services with a view to drawing up a management plan.
- SPHE lessons to support self-esteem will be discussed in the classroom
- Group work, group bonding, co-operative games in PE
- Circle Time
- Alive O Program, fairness and reconciliation lessons
- Contact NEPS service to get advice for victims and parents of victims

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 10-12-2013   .

11. This policy has been made available to school personnel, published on the school website (or where none exists, is otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). 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 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: Mary Harrington   Signed: Daithi O Murchú
           (Chairperson of Board of Management)   (Principal)

 Date: Sept -2018
 Reviewed