

## **Ardagh National School Anti-Bullying Policy**

### **1. Rationale**

This policy serves to outline the procedures followed in Ardagh N. S. to address incidents of bullying.

As a school we believe that our pupils have the right to learn in a supportive, caring and safe environment.

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 Ardagh N. S. 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. Key Principles**

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).
- ◇ On-going evaluation of the effectiveness of the anti-bullying policy

### **3. Definition of Bullying**

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; (see separate Cyber-Bullying Policy, June 2015.
- racist bullying;
- bullying based on a person's membership of the Traveller community; and
- bullying of those with disabilities or special educational needs (SEN).

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.

### **4. Education and Prevention Strategies**

The school will utilise a range of education and prevention strategies to encourage good behaviour and discourage bullying. We will seek to develop a positive school culture in the following ways:

- Model respectful behaviour to all members of the school community at all times.
- Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.
- Display key respect messages in classrooms, in assembly areas and around the school and involve pupils in the development of these messages.
- 'Catch them being good' - notice and acknowledge desired respectful behaviour by providing positive attention.

- Consistently tackle the use of discriminatory and derogatory language in the school - this includes homophobic and racist language and language that is belittling of pupils with a disability or SEN.
- Give constructive feedback to pupils when disrespectful behaviour and disrespectful language are used.
- Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.
- Explicitly encourage pupils to comply with the school rules on mobile phone and internet use. Follow up and follow through with pupils who ignore the rules.
- Actively involve parents and/or the Parents' Council in awareness raising campaigns around social media.
- Actively promote the right of every member of the school community to be safe and secure in school.
- Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas.
- All staff will actively watch out for signs of bullying behaviour.
- As self-esteem is a major factor in determining behaviour, we will, through both our curricular and extra-curricular programmes, provide pupils with opportunities to develop a positive sense of self-worth.
- We will raise pupils' awareness and understanding of bullying, including its causes and effects, taking particular account of the needs of pupils with disabilities or with SEN. Approaches to decreasing the likelihood of bullying for pupils with SEN will 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.
- We will use the elements of the SPHE curriculum which make 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.
- A 'respect awareness' week will be organised in the first term of the year to raise awareness of issues involved with bullying e.g. racial issues, cyber bullying etc.
- We will use any opportunity throughout the curriculum to foster respect for all.
- Good supervisory and monitoring measures will be put in place both to prevent and deal with bullying behaviour.

- The Board of Management will make appropriate arrangements to ensure that temporary and substitute staff, have sufficient awareness of the school's Code of Behaviour and its Anti-Bullying Policy by way of an Information Folder for Substitutes held in office.
- Consistent investigation, follow up and recording of bullying behaviour (including use of established intervention strategies).

Individual class teachers will use some of the following systems:

- Praising appropriate behaviour "catch them being good"
- Star charts
- Golden time
- Group reward system
- Individual behaviour profiles if necessary.

### **5. Procedures for investigating and follow-up of bullying**

The class teacher will have primary responsibility for investigating alleged cases of bullying. However, dependent on the seriousness of the actions involved, the class teacher may decide to involve the Deputy Principal/Principal in accordance with our Code of Behaviour.

Where an alleged incident of bullying involves students from a number of classes, the class teacher will liaise with the other Class Teachers to carry out the investigation. The primary aim will be to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame).

#### **Action to be taken by a parent when bullying is suspected:**

Inform class teacher and principal of any incidents.

- Parent to communicate with Class Teacher by phone making an appointment to discuss matters. This is necessary as all teachers are in class.
1. All Reports, including anonymous reports of bullying, will be investigated and dealt with by the teacher. In that way pupils will gain confidence in 'telling'. It will 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. Non-teaching staff such as secretaries, special needs assistants (SNAs), if applicable, are encouraged to report any incidents of bullying behaviour witnessed by them or mentioned to them, to the class teacher. Where there has been a report of an incident during break time involving students in one class, the class teacher will investigate. However, this does not have to be done directly after break. It may become more appropriate to get the class settled and working and then investigate the issue. If children from another class are involved the teacher can liaise with that class teacher to help in any investigation of the issue. Class teacher will consult with principal if deemed necessary.

2. 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.
3. 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.
4. When analysing incidents of bullying behaviour, the teacher will seek answers to questions of what, where, when, who and why. This will be done in a calm manner, setting an example of dealing effectively with a conflict in a non-aggressive manner.
5. Incidents will generally be investigated outside the classroom situation to ensure the privacy of all involved.
6. If a group is involved, each member will be requested to record in writing their account of the incident. Then each will be interviewed individually at first to clarify their account of what happened. Thereafter, all those involved will be met as a group. At the group meeting, each member will be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements.
7. Each member of a group will be supported through the possible pressures that they may face from the other members of the group after interview, by the teacher.
8. In cases where it has been determined by the class teacher that bullying behaviour has occurred, the parents of the parties involved will be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to this policy). The school will encourage parents to reinforce or support the actions being taken by the school and the supports for their pupils. 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.
9. In cases where it has been determined by the class teacher that bullying behaviour has occurred, the Principal will be informed of the details of the investigation.
10. It will be made clear to a pupil engaged in bullying behaviour that 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.
11. It will 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.

12. If appropriate, follow-up meetings with the relevant parties involved will 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.
13. 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 will be recorded by the relevant teacher in the recording template at Appendix 1.
14. 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:
  - (a) Whether the bullying behaviour has ceased;
  - (b) Whether any issues between the parties have been resolved as far as is practicable;
  - (c) Whether the relationships between the parties have been restored as far as is practicable; and
  - (d) Any feedback received from the parties involved, their parents or the school Principal.

(15) Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents will be referred, as appropriate, to the school complaints procedures. (See Appendix 1). If, having exhausted these procedures the parent is still not satisfied, the school will advise the parents of their right to make a complaint to the Ombudsman for Children.

#### **6. Procedures for recording bullying behaviour**

All records must be maintained, in accordance with relevant data protection legislation. The schools procedures for noting and reporting bullying behaviour is as follows:

- (i) The Class Teacher will use his/her professional judgement in relation to the records to be kept, of all reports of bullying, the actions taken and any discussions with those involved, regarding same. If it is established by the class teacher that bullying has occurred, he/she will 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.
- (ii) The relevant teacher will use the Incident Recording Sheet to record reports of bullying behaviour. (Appendix 1) This form will be passed to the Principal. In cases where the bullying has been resolved, the template form will serve as a summary of the investigation (see Appendix 2). However, where appropriate, additional notes and details will be attached to the form to retain on file, particularly in cases where the bullying was not resolved within 20 days of the initial investigation. A record of the completion of the form will be made in the student's folder in the office. It should also be noted that the timeline for recording bullying behaviour in

this 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.

#### **7. Bullying as part of a continuum of Behaviour/Referral to Outside Agencies:**

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. Accordingly, instances of bullying will be dealt with in tandem with the school's overall Code of Behaviour. 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.

Serious instances of bullying behaviour will, 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.

Where school personnel have concerns about a child, but not sure whether to report the matter to the HSE, the Designated Liaison Person will seek advice from the HSE Children and Family Social Services. (*cf. 'Children First' National Guidance for the Protection and Welfare of Children 2011*)

*Cf. Child Protection Procedures for Primary and Post-Primary Schools, DES).*

#### **8. Support for pupils:**

The school's programme of support for working with pupils affected by bullying (both victims and those involved in bullying behaviour) is as follows:

- Provide opportunities to participate in activities designed to raise their self-esteem, to develop their friendship and social skills and thereby build resilience (as per SPHE programme).
- Encourage friendship and small-group team-building exercises, focused on affected students.
- Close monitoring of pupils (those bullying and those being bullied) on yard in the weeks following an incident of bullying.
- Follow-up meetings with students on an ongoing basis following any incident of bullying
- Learning strategies, such as group work, buddy systems within the school to allow for the enhancement of the pupil's self-worth.
- Counselling, if necessary, to help them learn other ways of meeting their needs without violating the rights of others.



- Pupils who observe incidents of bullying behaviour will be encouraged to discuss them with teachers.

### 9. 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.

### 10. 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 of Ardagh N. S. on 19<sup>th</sup> June, 2014.

### Ratification and Implementation

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 provided to the Parents' Council. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: RES. P. E. Munnally  
Chairman of Board of Management

Signed: [Signature]  
Principal.

Date: 13-12-2022

Date: 13/12/2022

Date of next review: 2023



**Appendix 1 – Template for reporting Incidences of Bullying Behaviour**

**Appendix 2 – Checklist for Review of Anti-Bullying Policy**

**Appendix 3 – Restorative Questions to Address Harm**



**Template for reporting Incidences of Bullying Behaviour**

1. Name of pupil being bullied and class group  
**Name** \_\_\_\_\_ **Class** \_\_\_\_\_

2. Name(s) and class(es) of pupil(s) engaged in bullying behaviour  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

3. **Source of bullying concern/report (tick relevant box(es) )**

Pupil concerned	
Other pupil	
Parent	
Teacher	
Other	

4. **Location of Incidents (tick relevant box(es) )**

Playground	
Classroom	
Corridor	
Toilets	
School Bus	
Other	

5. **Name of person(s) who reported the bullying concern**  
 \_\_\_\_\_

6. **Type of Bullying Behaviour ( tick relevant box (es) )**

Physical Aggression		Cyber-bullying	
Damage to Property		Intimidation	
Isolation/Exclusion		Malicious Gossip	
Name Calling		Other ( specify )	

7. **Where behaviour is regarded as identity-based bullying, indicate the relevant category:**

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other ( Specify )

8. **Brief Description of Bullying and it's impact**

**9. Details of actions taken**

--

**Signed** \_\_\_\_\_ ( relevant teacher )

**Date** \_\_\_\_\_

## Appendix 2 Checklist for annual review of the anti-bullying policy and its implementation

The Board of Management (the Board) must undertake an annual review of the school's anti-bullying policy and its implementation. The following checklist must be used for this purpose. The checklist is an aid to conducting this review and is not intended as an exhaustive list. In order to complete the checklist, an examination and review involving both quantitative and qualitative analysis, as appropriate across the various elements of the implementation of the school's anti-bullying policy will be required.

Yes /No

Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the <i>Anti-Bullying Procedures for Primary and Post-Primary Schools</i> ?	
Has the Board published the policy on the school website and provided a copy to the parents' association?	
Has the Board ensured that the policy has been made available to school staff (including new staff)?	
Is the Board satisfied that school staff are sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day to day work?	
Has the Board ensured that the policy has been adequately communicated to all pupils?	
Has the policy documented the prevention and education strategies that the school applies?	
Have all of the prevention and education strategies been implemented?	
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	

<b>Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?</b>	
<b>Has the Board received and minuted the periodic summary reports of the Principal?</b>	
<b>Has the Board discussed how well the school is handling all reports of bullying including those addressed at an early stage and not therefore included in the Principal's periodic report to the Board?</b>	
<b>Has the Board received any complaints from parents regarding the school's handling of bullying incidents?</b>	
<b>Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?</b>	
<b>Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?</b>	
<b>Has the data available from cases reported to the Principal (by the bullying recording template) been analysed to identify any issues, trends or patterns in bullying behaviour?</b>	
<b>Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?</b>	
<b>Has the Board put in place an action plan to address any areas for improvement?</b>	

**Signed** \_\_\_\_\_

**Date** \_\_\_\_\_

**Chairperson, Board of Management**

**Signed:** \_\_\_\_\_

**Date** \_\_\_\_\_

**Principal**



Notification regarding the Board of Management's annual review of the anti-bullying policy

To: \_\_\_\_\_

The Board of Management of \_\_\_\_\_ wishes to inform you that:

- o The Board of Management's annual review of the school's anti-bullying policy and its implementation was completed at the Board meeting of \_\_\_\_\_ [date].
- o This review was conducted in accordance with the checklist set out in Appendix 4 of the Department's *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

Signed \_\_\_\_\_

Date \_\_\_\_\_

Chairperson, Board of Management

Signed \_\_\_\_\_

Date \_\_\_\_\_

Principal

## **Appendix 3 – Restorative Questions to Address Harm**

What happened?

What were you thinking of at the time?

What have you thought about since?

Who has been affected and in what way?

How could things have been done differently?

What do you think needs to happen next?