



**Kilnaleck N.S.
Kilnaleck,
Co. Cavan
Roll Number: 01356U
Anti-Bullying Policy
2023**

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 Kilnaleck 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. 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.

(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
- address the issues of cyber-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 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 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 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.



Examples of bullying behaviours

<p>General behaviours which apply to all types of bullying</p>	<ul style="list-style-type: none"> • Physical aggression • Name calling • Slagging • Intimidation • Insulting or offensive gestures • A combination of any of the types listed.
<p>Cyber</p>	<ul style="list-style-type: none"> • Denigration: Spreading rumors, lies or gossip to hurt a person’s reputation • Harassment: Continually sending vicious, mean or disturbing messages to an individual • Trickery; Fooling someone into sharing personal information which you then post online.

	<ul style="list-style-type: none"> • Outing : Posting or sharing confidential or compromising information or images. • Abusive telephone/mobile phone calls • Abusive communication on social networks eg Facebook • Abusive text messages and/or e-mails • Abusive website comments/Blogs/Pictures. • Abusive posts on any form of communication technology
Identity Based Behaviours Including any of the nine discriminatory grounds mentioned in Equality Legislation (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).	
Homophobic and Transgender	<ul style="list-style-type: none"> • Spreading rumours about a person's sexual orientation • Name calling e.g. Gay, queer, lesbian...used in a derogatory manner • Physical intimidation or attacks • Threats
Race, nationality, ethnic background and membership of the Traveller community	<ul style="list-style-type: none"> • Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background • Exclusion on the basis of any of the above
Relational	<p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"> • Isolation & exclusion • Ignoring • Excluding from the group • Taking someone's friends away • Spreading rumours • Breaking confidence • Talking loud enough so that the victim can hear
Sexual	<ul style="list-style-type: none"> • Unwelcome or inappropriate sexual comments or touching • Harassment
Special Educational Needs, Disability	<ul style="list-style-type: none"> • Name calling • Taunting others because of their disability or learning needs • Taking advantage of some pupils' vulnerabilities and limited capacity to recognise and defend themselves against bullying • Taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and social cues. • Mimicking a person's disability • Setting others up for ridicule

4. The relevant teachers for investigating and dealing with bullying in our school are as follows:

The Relevant Teachers in this school are

Kilnaleck N.S.

Principal:	Amanda O'Reilly
Deputy Principal:	Claire Masterson
All class teachers :	Mary Grogan
	Kate McEvoy
	Paula Fitzpatrick
	Cathal Roache
SET:	Amanda O'Reilly

The class teacher is deemed the relevant teacher for his/her own class.
However any teacher may act as a relevant teacher if circumstances warrant it.

5.

Education and prevention strategies

School-wide approach

- A school-wide approach to the fostering of respect for all members of the school community.
- 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 both curricular and extracurricular 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 develops an awareness of what bullying is, how it impacts on pupil's lives and the need to respond to it - prevention and intervention.
- Supervision and monitoring of classrooms, corridors, school grounds, school tours and extracurricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers. Supervision will

also apply to monitoring student use of communication technology within the school.

- The school's anti-bullying policy is discussed with pupils and all parent(s)/guardian(s) are given a copy as part of the Code of Behaviour of the school.
- The implementation of regular whole school awareness measures eg: poster competition on the promotion of friendship, and bullying prevention; termly student surveys; regular school assemblies.
- Ensuring that pupils know who to tell and how to tell, e.g.:
 - Direct approach to teacher at an appropriate time.
 - Hand note up with homework.
 - Get a parent(s)/guardian(s) or friend to tell on your behalf
 - Administer an age appropriate confidential questionnaire once a term to all pupils.
 - Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
 - Identify clear protocols to encourage parent(s)/guardian(s) to approach the school if they suspect that their child is being bullied.
 - The development of an Acceptable Use Policy in the school to include the necessary steps to ensure that the access to technology within the school is strictly monitored.

Implementation of curricula

- The full implementation of the SPHE and the RSE and Stay Safe Programmes.
- Continuous Professional Development for staff in delivering these programmes.
- School wide delivery of lessons on bullying from evidence based programmes, e.g., Stay Safe Programme, The Walk Tall Programme, Delivery of lessons on **Cyber Bullying** (#Be Safe-Be Web wise, Web wise Primary teachers' resources), **Diversity and Interculturalism**,
- Delivery of the Garda SPHE Programmes at primary level. These lessons, delivered by Community Gardai, cover issues around personal safety and cyber-bullying
- The school will specifically consider the additional needs of SEN pupils with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately.
- The school will implement the advice in "Sexual Orientation advice for schools" (RSE Primary, see booklet).

Links to other policies

- List school policies, practices and activities that are particularly relevant to bullying, e.g. Code of Behaviour, Child Protection Policy, Supervision of pupils, Acceptable Use policy, Attendance, Sporting activities.

6.8.9. Procedures for Investigating and Dealing with Bullying

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);

The school's procedures must be consistent with the following approach.

Every effort will be made to ensure that all involved (including pupils, parent(s)/guardian(s)) understand this approach from the outset.

Reporting bullying behaviour

- Any pupil or parent(s)/guardian(s) may bring a bullying incident to any teacher in the school.
- All reports, including anonymous reports of bullying, will be investigated and dealt with by the relevant teacher.
- Teaching and non-teaching staff such as our secretary and caretaker, must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher;

Investigating and dealing with incidents:

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 deputy Principal** 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.

- 1) All reports, including anonymous reports of bullying will be investigated and dealt with by the class 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, , caretakers 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 teacher will investigate.

However, this does not have to be done directly after break. It may be more appropriate to get the class settled and working and then investigate the issue. If a

- number of classes are involved the teacher can liaise **with Deputy Principal** to help in any investigation.
- 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. The teacher will seek answers to questions of what, when, who and why. This will be done in a calm manner, setting an example of dealing effectively with a conflict.
 - 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 possible, the relationships of the parties involved as quickly as possible.
 - 4) Incidents will generally be investigated outside the classroom situation to ensure the privacy of all involved.
 - 5) **If a group is involved each member will be interviewed individually at first by the relevant teacher /deputy/Principal** .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. Each member of the group will be supported through the possible pressures that they may face from the other members of the group after the interview by the teacher.
 - 6) Where appropriate, those involved will be asked to write down their account of the incident(s).
 - 7) In cases where it has been determined by the class teacher that bullying behaviour has occurred, **the Principal/deputy Principal** and parents of all parties involved will be contacted at an early stage to inform them of the matter and explain the actions being taken.
 - 8) It will be made clear to all involved 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.
 - 9) If appropriate, follow up meetings with the relevant parties involved will be arranged separately with a view to informing parties of the current situation.
 - 10) In cases where the relevant teacher considers that the bullying behaviour has not being adequately appropriately addressed within 20 days after it was determined, it will be recorded by the relevant teacher in the recording template.
 - 11) Where the parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent will be referred, as appropriate, to the school complaints procedures. 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.

Follow up and recording

- 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;
 - Any feedback received from the parties involved, their parent(s)/guardian(s) or the school Principal or Deputy Principal
- 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.
- Where a parent(s)/guardian(s) is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent(s)/guardian(s) must be referred, as appropriate, to the school's complaints procedures.
- In the event that a parent(s)/guardian(s) has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parent(s)/guardian(s) of their right to make a complaint to the Ombudsman for Children.

Support for pupils

The school's programme of support for working with pupils affected by bullying 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.
- Encourage friendship and small-group team-building exercises focused on affected students.
- Close monitoring of pupils on yard in the weeks following an incident of bullying.
- Follow-up meetings with students on an ongoing basis following an incident of bullying.
- Facilitate them to learn in 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.

-Provide opportunity for reflection of behaviour through completion of behaviour reflection form

Recording of bullying behaviour

It is imperative that all recording of bullying incidents must be done in an objective and factual manner.

The school's procedures for noting and reporting bullying behaviour are as follows:

Informal- pre-determination that bullying has occurred

- All staff must keep a written record of any incidents witnessed by them or notified to them in their own Individual Class Incident Book when the incidents occur in the classroom.
- Incidents which occur at break times are recorded in the "Break times Incident Book" in the Staff room. . The class teacher must be made aware of any yard incidents by the teacher on Supervision duty if it involves his/her pupils, on the same day of said incident.
- All other reports, including anonymous reports of bullying will be investigated and dealt with by the relevant teacher .The relevant teacher must keep a written record of the reports, the actions taken and any discussions with those involved regarding same in the Incident Book "
- The relevant teacher must 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 must keep appropriate written records in their Incident 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 storage of all records retained by the relevant teacher will be kept in the relevant teacher's classroom filing cabinet.

Formal Stage 2-Appendix 3 (From DES Procedures)

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.

The school's list of behaviours that must be recorded and reported immediately to the principal as outlined in our Code of Discipline are

- Constantly disruptive in class
- Constantly telling lies about others
- Stealing from others
- Damaging other pupil's property
- Constantly using unacceptable language
- Deliberately injuring a fellow pupil.

The recording template used must be retained by the relevant teacher in question in the pupil's file in the filing cabinet.

All filing cabinets in the school have keys and are only accessible by the relevant personnel. Individual records will be kept for two years after the pupil leaves the school.

Established intervention strategies

- Teacher interviews with all pupils
- Negotiating agreements between pupils and following these up by monitoring progress. This can be on an informal basis or implemented through a more structured mediation process
- Working with parent(s)/guardian(s) to support school interventions
- No Blame Approach
- Circle Time
- Restorative interviews
- Restorative conferencing

7. The school's programme of support for working with pupils affected by bullying is as follows:

- All 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 e.g.
 - Buddy / Peer mentoring system
 - Group work such as circle time
 - Weaving Wellbeing programme
- If pupils require counselling of 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 should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.

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. These include:

- Yard supervision during break times.
- All after school activities are supervised.
- All internet sessions supervised by a teacher
- Schools' computers usage regularly monitored.
- Pupils use of approved classroom accounts only for e-mail purposes and again only under teacher supervision.



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

December 22.

11. This policy has been made available to school personnel, readily accessible to parents and pupils on request 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 (where one exists). A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: Aisling O'Reilly (Principal)

Signed Rev Peter McKenna (Chairperson of Board of Management)

Date: 23/11/23

Appendix D 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> ?	yes
Has the Board published the policy on the school website and provided a copy to the parents' association?	yes
Has the Board ensured that the policy has been made available to school staff (including new staff)?	yes
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?	yes
Has the Board ensured that the policy has been adequately communicated to all pupils?	yes
Has the policy documented the prevention and education strategies that the school applies?	yes
Have all of the prevention and education strategies been implemented?	yes
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	yes
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	yes
Has the Board received and minuted the periodic summary reports of the Principal?	yes
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?	yes
Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	No
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	No
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	No
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?	yes
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	yes
Has the Board put in place an action plan to address any areas for improvement?	No

Signed Rev Peter McKernan
Chairperson, Board of Management

Date 23/11/23

Signed Aranda O'Reilly
Principal

Date 23/11/23

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

To: _____

The Board of Management of Kilnaleck NS wishes to inform you that:

- The Board of Management's annual review of the school's anti-bullying policy and its implementation was completed at the Board meeting of 23/11/23 [date].
- 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 Rev Peter McKernan
Chairperson, Board of Management

Date 23/11/23

Signed Aranda O'Reilly
Principal

Date 23/11/23