

## Anti Bullying Policy



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## Anti-Bullying Policy

1. In accordance with the requirements of the *Education (Welfare) Act 2000* and the code of behavior guidelines issued by the NEWB, the Board of Management of Kilcredan N.S. has adopted the following anti-bullying policy within the framework of the school's overall code of behavior. 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 recognizes 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 behavior:
  - 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 behavior in a non-threatening environment; and
    - promotes respectful relationships across the school community;

### **At Kilcredan N.S. we consider the following to be key elements of a Positive School Culture:**

- We acknowledge the right of each member of the school community to enjoy school in a secure environment
- We acknowledge the uniqueness of each individual and their worth as a human being
- We promote positive habits of self- respect, self -discipline and responsibility among all its members.
- We actively prohibit vulgar, offensive, sectarian or other aggressive behaviour by any of its members
- We have a clear commitment to promoting equity in general and gender equity in particular in all aspects of its functioning
- We have the capacity to change in response to our pupils needs.

- We identify aspects of its curriculum through which positive and sustainable influences can be exerted towards forming pupils attitudes and values
- We take particular care of 'at risk' pupils and work to identify needs and facilitate early intervention where necessary –thus responding to the needs, fears & anxieties of individual members in a sensitive manner

*Kilcredan N.S. recognises the need to work in partnership with and keep parents informed on procedures to improve relationships within the school community*

- *We recognise the right of parents to share in the task of equipping pupils with a range of life skills.*
- We recognise the role of other community agencies in preventing and dealing with bullying
- We promote habits of mutual respect, courtesy and an awareness of the interdependence of people in groups and communities
- We promote qualities of social responsibility, tolerance and understanding among its members both in school and outside of school
- Staff members share a collegiate responsibility, under the direction of the Principal, to act in preventing bullying/aggressive behaviour by ANY MEMBER of the school community

### **Effective leadership**

- The BOM has overall responsibility to ensure that this policy is effective, sustainable and measured. The BOM must ensure that accountability is of the highest standard and frequently appraise the outcomes of the strategies and measures contained within the policy
- ISM Team - (**Named in Appendix A**) - have a clear role to act in a leadership capacity within the school community, stimulating a whole school approach to preventing and tackling bullying – and modelling best practice
- The Principal of Kilcredan N.S. as key leader strongly influences attitudes and sets standards in relation to dealing with bullying
- Teachers must act as good role models and not misuse authority, but be fair, clear and consistent in their disciplinary measures.

### **A school-wide approach;**

- A whole community approach to the problem of bullying is required and Kilcredan School community comprises of management, teachers, non-teaching staff, pupils, parents/guardians
- Beyond the school community, bullying behaviour may extend to outside of school. Where this negatively impacts on a school - parents and pupils have a responsibility to support the school in helping to address the issue. This applies particularly (but not exclusively) to cyber bullying.
- The assistance of Gardaí, Tusla and Community Workers may be required in some cases
- Collective vigilance is needed throughout the whole school/community sector to identify and deal with issues around bullying in a fair and equitable manner
- **A shared understanding of what bullying is and its impact;**

## **A shared understanding of what bullying is and its impact**

- *Kilcredan N.S.* endeavours to put in place appropriate systems to ensure that ALL relevant members of the school community (parents, pupils, staff and the wider community) have a shared understanding of what constitutes bullying behaviour as defined in this policy (*Section 2&3 of Anti Bullying Procedures for Primary & Post Primary Schools*)

## **Implementation of education and prevention strategies see section 5 of this policy, (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;
- 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**

- Staff members have a distinct responsibility to ensure that supervision of pupils in class is effective and consistent
  - Supervision in playground areas must be managed and conducted effectively, with particular attention given to 'hot spots' or 'hot times' eg arrival & dismissal
  - Students are consulted and engaged in a supervisory role, suitable to their capacity and understanding of the issues involved both in class and in the playground
- **Supports for staff;**

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- Regular discussion and review of policy and procedures is essential to support staff on a continuous basis
  - All staff must have a uniform interpretation of what is expected in relation to bullying, how to identify possible bullying behaviours, how to manage disclosures and how to deal effectively with incidents of bullying within the classroom context
  - Staff must be aware that supporting one another is a key aspect of prevention and new/inexperienced members of staff must be given every opportunity to discuss concerns and model best practice
  - CPD in relation to Anti Bullying Strategies will be supported and encouraged for all members of staff
- Consistent recording, investigation and follow up of bullying behavior (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 behavior, 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 behavior 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 behavior, 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 behavior.

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 behavior.

Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the school's code of behaviour.

This definition includes a wide range of behaviour, whether verbal or written, whether physical or social, whether targeting person or property, whether carried out directly or indirectly or through any electronic or other medium, which could harm a pupil or undermine her/his self-esteem or self-confidence.

Appendix 1 gives a list of specific examples of bullying behaviour. This list is not exhaustive.

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

The 'Relevant Teacher(s)' for investigating and dealing with bullying in accordance with the Anti-Bullying Procedures for Primary & Post Primary Schools – section 6:7.6, 6:7.7 - are as follows:

- Principal
- Deputy Principal
- All class teachers
- SEN Team Members

4. The education and prevention strategies (including strategies specifically aimed at cyber-bullying and identity based bullying) used by the school are as follows:

### **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 pupils' lives and the need to respond to it-prevention and intervention.
- An annual audit of professional development needs with a view to assessing staff requirements through internal staff knowledge/expertise and external sources
- Professional development with specific focus on the training of the relevant teachers
- School wide awareness raising and training on all aspects of bullying, to include pupils, parents/guardians and the wider school community.
- Supervision and monitoring of classrooms, corridors, school grounds, school tours and extra- curricular 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.
- Involvement of the students in contributing to a safe school environment e.g. Buddy system, mentoring, Lunchtime Buddies and other student support activities that can help to support pupils and encourage a culture of peer respect and support.
- Development and promotion of an Anti-Bullying code for the school-to be displayed publicly in classrooms and in common areas of the school.
- The school's anti-bullying policy is discussed with pupils and all parents/guardians are given a copy as part of the Code of Behaviour of the school on enrolment.
- The implementation of regular (e.g. per year) whole school awareness measures e.g. a dedicated notice board in the school and classrooms on the promotion of friendship, and bullying prevention; annual Anti bullying Week and parents/guardians seminars organised by P/A.; annual student surveys during Anti Bullying Week; regular school assemblies by principal or deputy principal.
- Encourage a culture of telling, with particular emphasis on the importance of bystanders. 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.
- Ensuring that pupils know who to tell and how to tell, e.g.:
  - Direct approach to teacher at an appropriate time, for example after class.
  - Hand note up with homework.
  - Make a phone call to the school

## **Section 8**

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- Ensuring that pupils know who to tell and how to tell, e.g.:
  - Direct approach to teacher at an appropriate time, for example after class.
  - Hand note up with homework.
  - Make a phone call to the school
  - Anti-bully or Worry box
  - Get a parent/guardian or friend to tell on your behalf.

- Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- Encourage parents/guardians 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, as is the pupils' use of mobile phones.
- The listing of supports currently being used in the school and the identification of other supports available to the school.

### 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.
- School wide delivery of lessons on **Relational aggression** (Cool School Programme: A Friend in Deed), **Cyber Bullying** (#UP2US, Be Safe-Be Web wise, Think Before you Click, Let's Fight it Together, Web wise Primary teachers' resources), **Homophobic and Transphobic Bullying** (Growing up LGBT, Stand Up Programme, The Trust pack )**Diversity and Inter-culturalism**, Yellow Flag Programme. The school should list every resource related to the SPHE curriculum, and make a list of supports.
- 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 consider the implement of advice in "Sexual Orientation advice for schools" (RSE Primary, see booklet) .

### Links to other policies

Hereunder is a List of school policies, practices and activities that are particularly relevant to bullying:

- Code of Behaviour    Child Protection Policy,  
Supervision of pupils,    Acceptable Use policy,  
Attendance,    Sporting Activities/ Extra Curricular Activities Policy  
Pastoral Care policy  
School Tours Policy  
Swimming Policy,    SEN Policy,    H&S Policy
- The anti-bullying module of the SPHE programme as it applies during each school year,

- Awareness-raising exercises per school year for each class group (e.g. from the 'Awareness-Raising' strand of the Anti-Bullying Campaign, via its website), pro-actively explaining the nature and variety, causes, consequences and unacceptability of bullying.
  - Pupils are helped to examine the issue of bullying in a calm rational way, outside of the tense context of particular bullying incidents. In the process they are made more aware of the nature of bullying and the various forms that it can take.
  - Pupils are made aware that the consequences of bullying behaviour are always bad for those who are targeted, even if this is not always obvious at the time.
  - Pupils are encouraged to recognise, reject and report bullying behaviour, either to the class teacher, the principal or to their parents.

The school staff and parents/guardians are made aware of the nature of bullying and the signs that might indicate that a pupil is being bullied. They are encouraged to be vigilant in watching out for signs of bullying and to report any suspicion of bullying they may have to the 'Relevant Teacher' (in the case of staff members) or any staff member (in the case of parents/guardians).

Through regular reports in school newsletters and other communications, as well as at meetings with parent/guardian groups, parents/guardians are regularly informed of the activities of the school 'Anti-Bullying Team' and encouraged to support its work.

5. 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, (e.g. the six step approach available from the 'Dealing with Incidents' section of the Anti-Bullying Campaign website) are as follows:
  - The 'Relevant Teacher' investigates all instances of reported or suspected bullying behaviour, whether these take place within the school or outside it, with a view to establishing the facts and bringing any such behaviour to an end.
  - The School, through the 'Relevant Teacher' reserves the right to ask any pupil to write an account of what happened, as part of an investigation. This will be a standard procedure and does not necessarily imply that a pupil is guilty of misbehaviour.
  - Pupils who are alleged to have been involved in bullying behaviour are interviewed by the 'Relevant Teacher' to establish the nature and extent of the behaviour and any reasons for it. In the event that they have been involved in bullying behaviour they are asked to sign a binding promise that they will treat all pupils fairly, equally and respectfully including the targeted pupil(s).
  - The 'Relevant Teacher' does not apportion blame but rather treats bullying behaviour as a 'mistake' that can and must be remedied. S/he emphasises that the intention is not to punish perpetrators but to talk to them, to explain how harmful and hurtful bullying is and to seek a promise that it will stop. If that promise is forthcoming and is honoured there will be no penalty and that will be the end of the matter. Pupils who report bullying therefore are not getting others 'in trouble' so much as enabling them to get out of trouble into which they may ultimately get if the bullying continued.
  - When an investigation is completed and/or a bullying situation is resolved the 'Relevant Teacher' will complete a report, to include the findings of the investigation, the strategy adopted and the outcome of the intervention, as well as any other relevant information.(see Appendix B)

- If a pupil has signed such a promise but then chooses to break that promise and continue the bullying behaviour, this can then no longer be considered a 'mistake.' In this event parent(s)/guardian(s) will be informed and requested to countersign their daughter/son's promise. Breach of this additional promise by further bullying behaviour is regarded as a very grave matter and a serious sanction may be imposed by the school authorities (See sanctions below).
- All documentation regarding bullying incidents and their resolution is retained securely in the school.
- **Sanctions:**  
Where a pupil has been found to be engaged in bullying behaviour, has formally promised to stop and has broken that promise, any of the following sanctions may be imposed:
  - S/he may be required to sign another promise, this time countersigned by a parent/guardian;
  - Parent(s)/guardian(s) may be contacted by the 'Relevant Teacher' and informed of the nature and extent of the bullying behaviour with a view to agreeing a strategy whereby a promise to end the bullying behaviour would be honoured;
  - Parent(s)/guardian(s) may be invited to a meeting with the 'Relevant Teacher' and the Principal and the pupil may be suspended from school.
  - The case may be referred to the Board of Management and the pupil may be expelled from the school.

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

- **Bullied pupils:**
  - Ending the bullying behaviour,
  - Changing the school culture to foster more respect for bullied pupils and all pupils,
  - Changing the school culture to foster greater empathy towards and support for bullied pupils,
  - Indicating clearly that the bullying is not the fault of the targeted pupil through the awareness-raising programme,
  - Indicating clearly that the bullying is not the fault of the targeted pupil through the speedy identification of those responsible and speedy resolution of bullying situations,
  - After resolution, enabling bullied pupils to complete a victim-impact statement,
  - Making adequate counseling facilities available to pupils who need it in a timely manner,
  - Helping bullied pupils raise their self-esteem by encouraging them to become involved in activities that help develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school).
  - Implementing a 'buddy system' in the school (*if applicable*),
- **Bullying pupils:**
  - Making it clear that bullying pupils who reform are not blamed or punished and get a 'clean sheet,'
  - Making it clear that bullying pupils who reform are doing the right and honourable thing and giving them praise for this,

- Making adequate support available to help those who need it learn other ways of meeting their needs besides violating the rights of others,
- Helping those who need to raise their self-esteem by encouraging them to become involved in activities that develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school),
- Using learning strategies throughout the school and the curriculum to help enhance pupils' feelings of self-worth,
- In dealing with negative behavior in general, encouraging teachers and parents to focus on, challenge and correct the behaviour while supporting the child,
- In dealing with bullying behaviour seeking resolution and offering a fresh start with a 'clean sheet' and no blame in return for keeping a promise to reform.

## 7. 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.

- There are agreed supervision and monitoring practices in the school
- Mobile phones are not needed in school.

Mobile phones are generally not permitted on school tours/outings except in special circumstances in those cases they should be out of sight and on silent.

8. The Board of Management confirms that the school will, in accordance with its obligations under equality legislation, take all such steps as 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.
9. This policy was adopted by the Board of Management on \_\_\_/\_\_\_/\_\_\_\_\_ [date].
10. This policy has been made available to school personnel, published on the school website *is 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 of Education and Skills and to 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, *be 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 to the Department of Education and Skills and to the patron if requested.

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

(Chairperson of Board of Management)

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

(Principal)

Date: \_\_/\_\_/\_\_\_\_

Date: \_\_/\_\_/\_\_\_\_

Date of next review: \_\_/\_\_/\_\_\_\_

## Appendix 1.

***Bullying can take a number of forms. These may include any of the following (this list is not exhaustive):***

- **Repeated aggressive behaviour/attitude/body language, for example:**
  - Shouting and uncontrolled anger
  - Personal insults
  - Verbal abuse
  - Offensive language directed at an individual,
  - Continually shouting or dismissing others
  - Public verbal attacks/criticism
  - Domineering behaviour
  - Open aggression
  - Offensive gestures and unwanted physical contact
- **Intimidation, either physical, psychological or emotional, for example:**
  - Treating in a dictatorial manner
  - Ridicule
  - Persistent slugging
  - Deliberate staring with the intent to discomfort
  - Persistent rudeness in behaviour and attitude toward a particular individual
  - Asking inappropriate questions/making inappropriate comments re. personal life/family
  - Asking inappropriate questions/making inappropriate comments re. social life or schoolwork
- **Interference with property, for example:**
  - Stealing/damaging books or equipment
  - Stealing/damaging clothing or other property
  - Demanding money with menaces
  - Persistently moving, hiding or interfering with property
  - Marking/defacing property
- **Undermining/Public or Private Humiliation, for example:**
  - Condescending tone
  - Deliberately withholding significant information and resources
  - Writing of anonymous notes
  - Malicious, disparaging or demeaning comments
  - Malicious tricks/derogatory joke,
  - Knowingly spreading rumours
  - Belittling others' efforts, their enthusiasm or their new idea,
  - Derogatory or offensive nicknames (name-calling)
  - Using electronic or other media for any of the above (cyber bullying,
  - Disrespectfully mimicking a particular individual in his/her absence
  - Deliberately refusing to address issues focusing instead on the person
- **Ostracizing or isolating, for example:**
  - Deliberately marginalizing an individual
  - Deliberately preventing a person from joining a group
  - Deliberately preventing from joining in an activity, schoolwork-related or recreational
  - Blaming a pupil for things s/he did not do

**Appendix 2.*****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 9 including pupils, parents/guardians)

Understand this approach from the outset.

**Reporting bullying behaviour**

- Any pupil or parents(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 secretaries, special needs assistants (SNA's) bus drivers, caretakers, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them , to the relevant teacher;
- In investigating and dealing with bullying, the relevant teacher will exercise her professional judgement to determine whether bullying has occurred and how best the situation might be resolved;
- Parent(s)/guardian(s) 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;
- Teacher should take a calm, unemotional problem-solving approach.
- Where possible incidents should be investigated outside the classroom situation to ensure the privacy of all involved;
- 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.
- When analyzing incidents of bullying behaviour, the relevant teacher should seek answer 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;
- If a group is involved, each member should where possible be 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 other's statements
- Each member of a group should be supported through the possible pressures that may face them from the other members of the group after the 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(s)/ guardian(s) 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 parent(s)/ guardian(s) an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports provided to the pupils.

- Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to her how she is in breach of the school's anti bullying policy and efforts should be made to try to get her to see the situation from the perspective of the pupil being bullied.
- It must also be made clear to all involved (each set of pupils and parent(s)/guardian(s)) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined his or her parent(s)/ guardian(s) and the school:

### **Follow up and Recording**

- In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of 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 involves should be arranged separately with a view to possible bringing them together at a later date if the pupil who has been bullied is read and agreeable.
- Where a parent(s)/guardian(s) is not satisfied that the school has dealt with the 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.

### **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. Consideration needs to be given where the records will be made e.g. incident book. All incidents must be reported to the relevant teacher.
- While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher must keep a written record of the reports, the actions taken and may discussions with those involved regarding same.
- 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 which will assist her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.
- The school in consultation with the relevant teacher/s should develop a protocol for the storage of all records retained by the relevant teacher.
- **Formal Stage 2 – Appendix 3 ( From DES Procedures)**

The relevant teacher must use the recording template attached to record the bullying behaviour in the following circumstances:

- a) In cases where she considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after she has determined that bullying behaviour occurred and
- b) All confirmed instances of bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable.

The recording template must be retained by the relevant teacher in question and a copy maintained by the principal. Teacher's records are retained in a secure space in the teacher's classroom. All report templates given to the Principal will be retained in the filing cabinet in the Principal's Office

- Establish intervention strategies
- Teachers 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/guardian to support school interventions
- No Blame Approach
- Circle Time
- Restorative Interviews
- Restorative Conferencing
- Implementing Questionnaires