

Ardscoil Rath Iomgháin



Anti-Bullying Policy

Introduction

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 Ardscoil Rath Iomghain, Rathangan, Co. Kildare 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.

Parents and students have a particularly important role and responsibility in helping the school to prevent and address school-based bullying behaviour and to deal with any negative impact within the school of bullying behaviour that occurs elsewhere.

Scope

The policy addresses bullying behaviour, harassment and sexual harassment. It applies to all members of the school community including teaching staff, SNA's, students, parents, guardians, ancillary staff and visitors in accordance with the Employment Equality Acts 1998 and 2004.

The policy will apply to a number of time periods/activities including:

- School time (including break times)
- Going to and from school
- School tours/trips
- School yard
- Extra-curricular activities
- Social networking/media and cyber technology sites such as Twitter, Snapchat, Instagram, VSCO, Tiktok, Facebook and others that have a negative impact on school life.

Furthermore the policy applies outside the school if the behaviour impacts upon any person's participation in our school. It deals with negative behaviours and attitudes which arise or occur in school and which affect the progress and sense of emotional wellbeing of students and all school personnel. The policy will outline the necessary steps to be taken when a bullying incident is reported.

Bullying behaviours such as cyber bullying which break the law may be referred to the Gardaí.

Rationale

Our school community believes that each student has the right to an education free from fear and intimidation. Bullying is not tolerated. Bullying can be a secret activity and difficult to detect. In order to ensure that no student should suffer in this way, communication between home and school is very important.

It is a priority issue identified by the staff, students and parents. This policy is based on the Legal and Regulatory Context on the document "*Guidelines on Countering Bullying Behaviour*" 1993, *Anti-Bullying Procedures for Primary and Post Primary Schools September 2013* and on our school mission statement.

Mission Statement

Our school, being a source of pride in the community, aspires to the holistic development of all its students, embracing the physical, mental, emotional, and spiritual dimensions of their lives.

Students should be challenged and encouraged to achieve their full potential through recognition and reward of their effort and responsibilities, allowing them to feel confident in their ability to take their place as valued members of our society. Cultural differences should be respected.

The good name of the school and reputation of the school as an institution must be nurtured and protected for the benefit of all pupils. Each of the partners, teachers, parents, has roles and responsibilities which must be fulfilled if successful educational outcomes are to be achieved.

1. 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;
 - 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 addresses the issues of cyber-bullying and identity-based bullying, 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.

The board of Management will carry out an annual review using the checklist provided in Appendix 2.

Consequently, an action plan will be put in place to highlight what is working well and to identify areas for improvement.

2. Relationships, people and situations included in this policy

All members of the school community are subject to this policy and they may be part of the following relationships:

- Student to student
- Student to any staff member
- Any staff member to student
- Parent to staff member
- Staff member to parent
- Any staff member to any other staff member
- Board of Management (member) to any staff member and/or student

The situations where relationships may be subject to this policy are varied and include the following:

- School time and including break times
- Going to and from school
- School tours and trips, including games and other extracurricular activities
- All times, even outside the normal school times where the behaviour of any member of the school community adversely affects another member or members of that community.

The relationships, people and situations that this policy addresses are varied and often somewhat complex. It certainly extends beyond the classroom-based situations where the predominant relationship is between teacher and student.

Bullying outside the school gates:

The school reserves the right to apply its bullying policy in respect of bullying that occurs at a location, activity, function or program that is not school related if in the opinion of the principal, and / or the Board of Management the alleged bullying has:

- created a hostile environment at school for the victim,
- infringed on the rights of the victim at the school and/or
- materially or substantially disrupted the education process or the orderly operation of the school.

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.

In summary, the definition of bullying can be simplified into three words:

Deliberate, Hurtful and Repeated.

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.

A single incident can have a serious effect on a pupil and may also constitute harassment which is legally prohibited in schools under gender equality. Harassment is any form of unwanted conduct related to any of nine discriminatory grounds (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the traveling community).

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

4. Types of bullying:

The following are some examples of unacceptable behaviour. **This list is not an exhaustive list.** Similar unacceptable behaviours may be considered as bullying.

4.1 General Bullying

- **Harassment:** based on any of the nine grounds in the equality legislation e.g. Sexual harassment, homophobic bullying, racist bullying, ethnic minority such as the travelling community etc.
- **Physical aggression:** This may include but is not limited to pushing, punching, kicking, tripping, invasion of personal space etc. It can also take the form of physical assault.
- **Collective Bullying:** This involves a group of students targeting another student/s. Encouraging or egging on other students to bully another student or group of students will not be tolerated.
- **Damage to property:** this may result in damage to clothing, mobile phone or other devices, schoolbooks and other school materials or interference with a student's locker or personal property.
- **Name calling:** Persistent name calling directed at or about an individual, which hurts, humiliates or insults should be regarded as a form of bullying behaviour. This includes talking loud enough so that the victim/friends can hear. Often name calling can include comments on physical appearance, accent or distinctive voice characteristics, academic ability, including those that are academically weak or those that are high achievers. It is important to remember that "slagging" can have a negative effect on others.
- **Intimidation:** This may take the form of very aggressive body language with voice being used as a weapon. Particularly upsetting can be facial expression or staring which conveys aggression and/or dislike. This may also include sniggering, sarcastic remarks and extortion.
- **Graphic:** The production, display or circulation of written words, graffiti, pictures or other materials aimed at intimidation or name belittling.
- A combination of any of the types listed.

4.2 Homophobic Bullying

- Name calling /using graffiti e.g. "Gay", "queer", "lesbian", etc...
- Spreading rumours about a person's sexual orientation.
- Taunting a person of a different sexual orientation.

4.3 Identity Based Behaviours

This includes 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 travelling community).

4.4 Racial Bullying

Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background.

4.5 Relational Bullying

This involves manipulating relationships as a means of bullying. Behaviours include:

- Whispering in company so as to exclude another.
- Malicious gossip.
- Isolation & exclusion.
- Ignoring, turning others against a student.
- Excluding from the group.
- Taking someone's friends away.
- Spreading rumours.
- Talking loud enough so that the victim can hear.
- Ganging up on individuals/fellow peers.
- Peer pressure.

4.6 Cyber Bullying

This type of bullying is increasingly common and is constantly evolving.

Cyber Bullying has been defined as:

An aggressive, intentional act carried out by:

- a group or individual
- using electronic forms of contact on a once off basis, repeatedly and/or over time against a victim who cannot easily defend him or herself.
- Cyber bullying does not involve face to face or physical confrontation.
- It does not require any close proximity to the cyber victim.
- Cyber bullying can also be carried out anonymously.
- Disinhibition exists where young people say and do things online that they would never do face to face. It is conducted in an environment perceived as free from adult supervision.

Cyberbullying can also be categorised as the following:

- **Denigration:** Spreading rumors, lies or gossip to hurt a person's reputation
- **Harassment:** Continually sending vicious, mean or disturbing messages to an individual
- **Impersonation:** Posting offensive or aggressive messages under another person's name
- **Flaming:** Using inflammatory or vulgar words to provoke an online fight
- **Trickery:** Fooling someone into sharing personal information which you then post online
- **Outing:** Posting or sharing confidential or compromising information or images.
- **Exclusion:** Purposefully excluding someone from an online group
- **Cyber stalking:** Ongoing harassment and denigration that causes a person considerable fear for his/her safety

How Cyberbullying is carried out:

- Mobile Phones
- Taking, sending or receiving unpleasant photos and/or videos using mobile phones or electronic devices.
- Chat rooms: intimidation or abuse when participating in chat rooms.
- Silent telephone/mobile phone calls.
- Abusive telephone/mobile phone calls.
- Abusive text messages.
- Abusive messages or inappropriate terms directed towards or about an individual and or group on social messaging sites group or private chats
- Abusive emails sent, directly to a victim, or about a victim to others.
- Abusive website comments/blogs/pictures e.g. Facebook, Twitter and others.
- Video recording without the person's permission
- Creating sites about a particular person where details are revealed in an abusive way or where nasty or unpleasant comments are posted.
- Spreading rumours.

4.7 Sexual Bullying

- Unwelcome sexual comments, acts, gestures or touching.
- Unwelcome sexual texts, pictures or emails.
- Harassment relating to physical appearance or inappropriate physical contact.

4.8 Bullying students with Special Education Needs:

This is where a student is treated badly due to their disability or special educational needs. This can also apply to bullying those who are exceptionally gifted and can manifest itself through name calling, taking advantage of vulnerabilities or exclusion from the group. Mimicking a person's disability will not be tolerated.

This is not an exhaustive list. Additional information on the different types of bullying is set out in Section 2 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

5. Results and Effects of Bullying:

Students being bullied may develop feelings of insecurity, anxiety and thus become more vulnerable. Self-confidence may be damaged with the consequences lowering of self esteem. While they may not talk about what is happening to them, their suffering is indicated through changes in mood and behaviour. Bullying may occasionally result in suicide. It is therefore important to alert to changes in behaviour as early intervention is desirable.

The outcomes of bullying and harassment often manifest in the following ways:

Psychological: Anger, anxiety, distress, fear, frustration, depression, panic, indifference, shame, feelings of worthlessness, lost of trust in friends, inability to support oneself, attempted suicide.

Behavioural: Increased irritability and nervousness, unexplained changes in mood, increased aggressiveness, the belief that they deserve to be bullied, becoming withdrawn, excessive tearfulness or sensitivity, substance abuse, becoming obsessive, nightmares.

Physical: Chest pains, pattern of minor illness, insomnia, stomach pains, eating problems, headaches, tiredness, sweats, inconsistent explanations for cuts and bruises.

Social and Interpersonal: Anxiety about travelling to and from school, missing, late home from school without a plausible explanation, fear of using school toilets during breaks, fear of being out of sight of adults, becoming isolated in class, becoming withdrawn, reluctance to discuss the problem, unwillingness to attend school, becoming a bully to younger/smaller students, possessions lost or damaged, increased and excessive demands for money, deterioration in school performance and motivation, loss

of interest in school, lack of concentration, unusual concerns about physical appearance, skills, mannerisms etc.

6. Implementation of education and prevention strategies (including awareness raising measures)

The education and prevention strategies that will be used by the school to combat bullying will be in accordance with Section 6.5 of DES 'Anti-Bullying Procedures for Primary and Post Primary Schools':

Through both curricular and extra-curricular activities students will be provided with opportunities to develop a sense of self-worth and understand the causes and effects of all types of bullying.

This school recognises that the SPHE curriculum makes specific provision for exploring bullying and deals with identity-based bullying. The school will make every reasonable effort to ensure that the full potential of these programmes to combat bullying is utilised.

It is recognised that there is a potential within the teaching of all subjects and within extra-curricular activities to foster an attitude of respect for all; to promote the value of diversity; to address prejudice and stereo-typing and to high-light the unacceptability of bullying behaviour.

Bullying is also covered in the following:

- CSPE Lesson plans
- Relationships Sexuality Education
- Religion
- Guidance
- First Year Induction programme (Meitheal)
- Self Awareness TY programme
- Student Council involvement in creation of Anti-bullying policy

All students, staff and parents will have access to the school's Anti-bullying Charter and policy through various means, i.e. school journal, Parents' Association, Student Council, and school website.

Prevention and awareness raising measures will also deal explicitly with cyberbullying through educating students about appropriate on-line behaviour, how to stay safe while on-line.

Anti-bullying posters are displayed around school.

Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher. In so far as is possible, a student who

draws concerns about bullying to the attention of a member of staff will not have his/her identity divulged.

There will be regular reinforcement of the school's anti-bullying expectations and procedures by teachers on an on-going basis.

If pupils require counselling or further support, the school will endeavour to liaise with the appropriate agencies to organise the same. This may be for the pupil affected by bullying or for the pupil involved in the bullying behaviour.

In the interest of student welfare and safety, security cameras are located in the school corridors.

7. Effective supervision and monitoring of pupils

- Bullying "black spots" will be identified and monitored during break times.
- Staff will be vigilant and follow procedures as outlined in this policy as incidents arise.
- Social networks will continue to be banned from student use during school time.
- Students will be supervised during all school activities.

The on-going prevention of bullying depends on students being prepared to report concerns about bullying to the teaching staff and/or school management. Teaching staff are encouraged to reinforce this point to students on an on-going basis.

8. Supports for Staff

- The Board of Management ensures that members of school staff have sufficient familiarity with the school's anti bullying policy to enable them to effectively and consistently apply the policy when required.
- All staff will have access to a copy of the policy at the start of each year.
- In-service training will be provided for staff on an on-going basis . Staff will be informed of any outside training available to them in relation to bullying issues. They will be facilitated in attending this training as far as possible.
- Any new members of staff, including student teachers, temporary or substitute staff, who arrive during the year will be given a copy of the Anti-bullying policy and induction regarding its use by the Principal or the Deputy Principal.
- Support for staff should be appropriate to the individual's role and should enable staff to recognise bullying, implement effective strategies for preventing bullying, make referrals and where appropriate, intervene effectively in bullying cases.

9. Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies)

Ardscuil Rath Iomghain will endeavour to investigate bullying. When investigating and dealing with bullying the main focus is on resolving differences and restoring, as far as possible, the relationships of the parties involved, rather than apportioning blame.

In accordance with 6.8.9 of the DES Procedures 'Parents and students are required to cooperate with any investigation and assist the school in resolving any issues and restoring, as far as is possible, the relationships of the parties involved within a reasonable timeframe.'

In any given situation involving a bullying case, the school, in communication with parents and other relevant parties, will decide on intervention measures that are best suited to resolve the situation.

Ardscuil Rath Iomghain reserves the right to take disciplinary action, up to and including suspension and expulsion, where such is warranted, in accordance with the school's Code of Behaviour.

According to section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary Schools' the 'relevant teacher' is 'the member of teaching staff who has responsibility for investigating and dealing with bullying'.

The relevant teachers for investigating and dealing with bullying could be any of the following: Principal, Deputy Principals, Year Heads, Tutors, Member of the Pastoral Care Team, Guidance Counsellor, Home School Community Liaison Officer. Any teacher may act as a relevant teacher if circumstances warrant it.

When investigating any incident of bullying, it is imperative that discretion is used by the relevant teacher(s) in consultation with management.

10. Recording of bullying behaviour

It is imperative that all recording of bullying incidents must be done in an objective and factual manner. Year head/ management must keep a written record of any incidents witnessed by them or notified to them. All incidents must be reported to the year head/ management.

While all reports, including anonymous reports of bullying must be investigated and dealt with by the year head/ management, who must keep a written record of the reports. These must be stored in the designated area.

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

Stage 1. Initial report/disclosure of bullying behaviour:

Action Taken by	Procedure	Support/or sanction taken
Year head/ management	Challenge the behaviour as being unacceptable.	Serious talk with student(s) regarding the effects of

	<p>Speak to both students/all students involved separately and try to resolve the issue. Keep a record and complete relevant forms.</p> <p>Copy of records for the student(s) bullying and the student bullied to be given to the relevant teacher and Year Head.</p> <p>The victim is given a contact person he/she trusts and is encouraged to come forward until the bullying behaviour is eliminated.</p>	<p>their behaviour.</p> <p>Verbal warning. Students involved warned to stop.</p> <p>Seek verbal agreement regarding future behaviour.</p> <p>Sanctions may apply.</p> <p>Outline a fair outcome if appropriate e.g. an apology, return of property etc</p> <p>Contact both sets of parents to inform them of investigation</p>
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Note: It is to be noted that incidents which warrant long term exclusion (e.g. an assault) will be reported to the Principal and will proceed immediately to stage three.

Stage 2. Subsequent reporting, investigation and follow up of bullying incidents:

Action Taken by	Procedure	Support and/or sanction may include
Year head/management	<p>Incident investigated by Year head/management. All parties involved to be interviewed.</p> <p>In some cases all parties involved and witnesses who observed incident(s) may be asked to give a written account of the incidents that have occurred.</p>	<p>Serious talk with students regarding behaviour and future behaviour.</p> <p>A phone call home to parent(s)/guardian(s) of both parties.</p> <p>Serious talk between management and both of the parent(s)/guardian(s)</p>

	<p>Principal/ deputy principal informed.</p> <p>Both sets of parent(s)/guardian(s) are informed. They may be asked to attend the meeting.</p> <p>The code of behaviour may be invoked at this stage.</p> <p>Records are kept, as throughout, and necessary forms completed and stored.</p> <p>Year heads monitor progress with the victim, bully, bystanders or others involved.</p>	<p>regarding the issue.</p> <p>Students() may be asked/strongly recommended to avail of counselling services within the school.</p> <p>Referral to outside counseling agencies, If necessary.</p> <p>Detention/other agreed sanction from school code of behaviour</p> <p>Suspension or referral to the Board of Management.</p> <p>Monitor future behaviour.</p> <p>Established intervention strategies that may be used.</p> <p>Contracting with regard to future behaviour. This may take a verbal or written form depending on the nature of the incident, and parents may be asked to witness this.</p>
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Action taken by:	Procedure	Support and/or sanction
Principal or deputy principal involved	<p>Parent(s)/guardian(s) and students meet with the principal/deputy principal.</p> <p>Feedback given to relevant teacher</p> <p>Records kept and all necessary paperwork is completed.</p>	<p>Detention/suspension/ other agreed sanction from schools code of behaviour.</p> <p>Parent(s)/guardian(s) are met and conditions set regarding students future behaviour.</p> <p>Counselling offered both</p>

	<p>Follow-up progress with victim and bully, bystanders and others involved and continue to monitor the situation.</p>	<p>from within the school and other outside agencies if necessary.</p> <p>Referral to child psychologist/ Garda Liaison Officer.</p> <p>Contact with other support agencies.</p> <p>The future of the student(s) in the school may be considered.</p> <p>Draw up a contract of behaviour to be signed by both the people and the parents.</p> <p>May decide to make a referral to the board of management.</p>
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Notes:

The relevant teacher must use the recording template at Appendix 1 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.

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 parents or the school Principal or Deputy Principal

When the recording template is used, it must be retained by the relevant teacher in question and a copy maintained by the Principal. If the issue has not been resolved, it is taken to stage three.

Stage 3 Where bullying behaviour persists

Action taken by	Procedure	Support and/or sanction
Board of Management in conjunction with Principal/Deputy Principal	<p>Parent(s)/guardian(s) and students are invited to meet with the Board of Management.</p> <p>Feedback to school management.</p> <p>Record kept and all necessary paperwork is completed.</p> <p>Follow-up progress with victim and bullying, bystanders or others involved and continue to monitor the situation.</p>	<p>Detention/ suspension/ other agreed sanction from schools code of behaviour.</p> <p>Parent(s)/guardian(s) are met and conditions set regarding student(s) future behaviour.</p> <p>Counselling offered.</p> <p>Referral to child psychologist/ Garda Liaison Officer.</p> <p>Contact with other support agencies.</p> <p>Expulsion may be considered.</p>

Records of bullying incidents will be kept in this school for 7 years after all involved in the incident have left the school.

False or malicious claims will be investigated and dealt with accordingly.

Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents may appeal/refer the case, as appropriate, to the Board of Management of Ardscoil Rath Iomghain.

If still not satisfied with the outcome the parents may appeal the case to Kildare Wicklow Education and Training Board (KWETB). Following on from an appeal to KWETB should a parent still not be satisfied, the school must advise the parents of their right to make a complaint to the Ombudsman for Children.

9. On-going evaluation of the effectiveness of the anti-bullying policy:

- The effectiveness of the school's anti-bullying policy will be reviewed in the light of incidents of bullying behaviour encountered.
- The school will examine prevention and intervention strategies in place. Surveys of pupils, staff and parents as well as focus groups may be used to provide information about the effectiveness of the anti-bullying measures in place and identify any significant behavioural trends that may benefit from early intervention.
- The template in Appendix 1 for recording and reporting bullying to the school Principal or Deputy Principal will be used to generate data in relation to bullying behaviour in the school. Data gathered from these reports will be collated and analysed at least once a year with a view to monitoring levels of bullying behaviour and identifying any particular issues that require attention or any significant trends in behaviour. A record of this analysis will be retained and be made available to the Board of Management. Appropriate responses to any issues identified will be drawn up and implemented.
- The implementation and effectiveness of the anti-bullying policy will be an agenda item for staff meetings so as to ensure that concerns about the policy or the welfare of individual pupils can be shared and effectively addressed.

Summary reports to the Board of Management

At every Board of Management meeting, the Principal will provide a report to the Board of Management setting out:

- The number of bullying cases reported (those figures will be based on the number of Appendix 1 forms completed)
- The Principal will give confirmation that all of these cases have been or are being dealt with in accordance with the schools anti-bullying policy and the *Anti-Bullying Procedures for Primary and Post Primary Schools*.

The minutes of the Board of Management meeting will record the above but will not include any identifying details of the pupils involved.

Annual review by the Board of Management

The Board of Management will undertake an annual review of the schools anti bullying policy and its implementation by the school.

This standardised checklist Appendix 2 will be used in undertaking this review. 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 schools anti bullying policy will take place.

The school would put in place an action plan to address any areas for improvement identified by the review.

Written notification that the review has been completed will be made available to the school personnel, published on the school website (or otherwise readily accessible to

parents and pupils on request) and provided to the Parents Association (where one exists). A standardised notification which will be used for this purpose is included in Appendix 3. A record of the review and its outcome will be made available, if requested, to the Kildare Wicklow ETB and the Department of Education and Skills.

Links to other policies

When reading this policy it is important to refer also to other relevant school policies, such as the Code of Behaviour, Child Protection Policy, SPHE, RSE, Guidance, ICT Acceptable Use Policy and other relevant policies as they are developed.

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 reasonable practicable to prevent the sexual harassment of pupils or staff or the harassment of pupils or staff on any of the 9 grounds specified ie gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

Policy Adoption

This policy was adopted by the Board of Management on 10/10/23 (date)

Dissemination and Publication

This policy has been made available to school personnel, published on the school website or is otherwise available to parents and pupils on request. A copy will be provided to the Parents Association and made available to the Department and Kildare Wicklow ETB if requested.

Review

This policy and its implementation will be reviewed by the Board of Management once every school year. Written notification that the review has been completed will be made available to school personnel, published on school website or is otherwise available to parents and pupils on request. This review will also be provided to the Parents Association. A record of the review and its outcome would be made available, if requested, to the Kildare Wicklow Education and Training Board and the Department of Education and Skills.

Signed: 
(Chairperson of the Board of Management)

Date: 10/10/23

Signed: Paul Murphy
(Principal)

Date: 10/10/23

Date of next review: September 24

Appendix 1 Template for recording 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

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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))*

School grounds	
Classroom	
Corridor	
Toilets	
School Bus	
Other	

5. Person(s) who reported the bullying concern

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

Physical Aggression	<input type="checkbox"/>	Cyber-bullying	<input type="checkbox"/>
Damage to Property	<input type="checkbox"/>	Intimidation	<input type="checkbox"/>
Isolation/Exclusion	<input type="checkbox"/>	Malicious Gossip	<input type="checkbox"/>
Name Calling	<input type="checkbox"/>	Other (specify)	<input type="checkbox"/>

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

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Brief Description of bullying behaviour and its impact

9. Details of actions taken

Signed _____ (Relevant Teacher) Date _____

Date submitted to Principal/Deputy Principal _____

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 Anti-Bullying Procedures for Primary and Post-Primary Schools?	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 parent(s)/guardian(s) 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?	No
Has the Board put in place an action plan to address any areas for improvement?	N/A

Signed Nollan Munn
Chairperson, Board of Management

Date 10/10/23

Signed Paul Murphy
Principal

Date 10/10/23

Appendix 3. Notification regarding the Board of Management's annual review of the Anti-Bullying Policy

To: _____

The Board of Management of Ardscoil Rath Iomghain 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 10/10/23 [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 Aisling Merrick
Chairperson, Board of Management

Date 10/10/23

Signed Paul Murphy
Principal

Date 10/10/23

Appendix 4 Practical tips for building a positive school culture and climate

The following are some practical tips for immediate actions that can be taken to help build a positive school culture and climate and to help prevent and tackle bullying behaviour.

1. Model respectful behaviour to all members of the school community at all times.
2. Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.
3. Display key respect messages in classrooms, in assembly areas and around the school. Involve pupils in the development of these messages.
4. Catch them being good - notice and acknowledge desired respectful behaviour by providing positive attention.
5. 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 AEN.
6. Give constructive feedback to pupils when respectful behaviour and respectful language are absent.
7. Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.
8. Explicitly teach pupils about the appropriate use of social media.
9. Positively encourage pupils to comply with the school rules on mobile phone and internet use.
10. Follow up and follow through with pupils who ignore the rules.
11. Actively involve parents and/or the Parents' Association in awareness raising campaigns around social media.
12. Actively promote the right of every member of the school community to be safe and secure in school.
13. Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas.
14. All staff can actively watch out for signs of bullying behaviour.

15. Ensure there is adequate playground/school yard/outdoor supervision.
16. School staff can get pupils to help them to identify bullying “hot spots” and “hot times” for bullying in the school.
 - o Hot spots tend to be in the playground/school yard/outdoor areas, changing rooms, corridors and other areas of unstructured supervision.
 - o Hot times again tend to be times where there is less structured supervision such as when pupils are in the playground/school yard or moving classrooms.
17. Support the establishment and work of student councils.

Appendix 5 Bullying Alert Form (Informal)

Student: _____

Class: _____

Nature of Activity:

Possible witnesses/friends of victim:

Signed: _____

Date: _____