

	<p><i>"Great oaks from little acorns grow"</i></p>	<p>Park National School, Park, Youghal, Co. Cork.</p> <p style="text-align: right;">Tel: 024 97282 email: parknationalschool@gmail.com www.parkns.ie Uimhir Rolla: 17794L</p>

Anti-Bullying Policy

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 Park National School has adopted the following anti-bullying policy within the framework of the school's overall code of Behaviour. This policy fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post Primary Schools which were published in September 2013

2. The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on 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 (see Appendix 1) 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; involves collaboration among and between staff and pupils and promotes respectful relationships across the school community; encourages the work of the student council in this area
- Effective leadership
- A school-wide approach
- A shared understanding of what bullying is and its impact
- Implementation of education and prevention strategies (including awareness raising measures) that build empathy, respect and resilience in pupils; and
- Explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying
- Effective supervision and monitoring of pupils
- Supports for staff
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and on-going evaluation of the effectiveness of the anti-bullying policy.

3. In accordance with the *Anti-bullying Procedures for Primary and Post Primary Schools* bullying is defined as follows: *'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
- ✓ Identity-based bullying such as gender based 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 do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's code of behaviour.

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

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

4. The relevant teacher(s) for investigation and dealing with bullying are as follows

- The class teacher(s) or supervising teacher initially
- The principal thereafter if necessary

5. The following education and prevention strategies, at the appropriate and relevant level for each class, will be used by the school:

- Prevention and awareness raising measures across all aspects of bullying and involves strategies to engage pupils in addressing problems when they arise. In particular, such strategies need to build empathy, respect and resilience in pupils.
- Provide pupils with opportunities to develop a positive sense of self-worth-SPHE, Zones of regulation programmes, weaving wellbeing, social skills groups, friendship week, buddy systems-buddy bench.
- Prevention and awareness raising measures focusing on cyber-bullying by educating pupils on appropriate online behaviour, how to stay safe while online.
- Teachers can influence attitudes to bullying behaviour in a positive manner. There are a number of curriculum components and programmes which are particularly relevant to the prevention of bullying and the promotion of respect for diversity and inclusiveness. The SPHE curriculum makes specific provision for exploring bullying as well as the inter-related areas of belonging and integrating communication, conflict, friendship, personal safety and relationships. The Stay Safe & RSE programmes at primary level are personal safety skill programmes which seek to enhance children's self-protection skill including their ability to recognise and cope with bullying. Various other social, health and media education programmes can further help to address the problem of bullying behaviour.
- The work could be extended into many other areas such as Art, Drama, Religious Education and Physical Education. Co-operation and group enterprise can be promoted through team sports as well as through practical subjects.
- A school wide approach to the fostering of respect for all members of the school community i.e. theme of the month, Living with Dignity phrase introduced every week.
- Sporting activities in particular can provide excellent opportunities for channelling and learning how to control aggression. GAA and soccer coaching is offered to all classes from outside agencies.
- 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
 - Get a parent(s)/guardian(s) or friend to tell on your behalf
 - Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- 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.
- Links to other policies
- Code of behaviour, Child Protection Policy, Acceptable Use Policy, Supervision Policy SPHE Policy

6. The School's procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows,

- The primary aim in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationship of the parties involved (rather than to apportion blame). With this in mind the schools procedures are as follows:

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 secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to relevant teacher.

Investigating and dealing with incidents: Style of approach

- In investigating and dealing with bullying, the (relevant) teacher will exercise his/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 relationship of the parties involved as quickly as possible
- Teachers should take a calm, unemotional problem-solving approach.
- Where possible incident 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 analysing incidents of bullying behaviour, the relevant teacher should seek answers 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 will be interviewed individually at first. 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 a group will 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 case where it has been determined by the relevant teacher that bullying behaviour has occurred, the parent(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 him/her how he/she is in breach of the school's anti-bullying policy and efforts should be made to try to get him/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 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 relationship 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) 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-determined 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 to where the records will be made **e.g. incidents 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 any discussions with those involved regarding case.
- 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 his/her efforts to resolve the issues and restore, as far as is practicable, the relationship 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

- The relevant teacher must use the recording template at Appendix 3 to record the bullying behaviour 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.
- When the recording template is used, it must be retained by the relevant teacher in question and a copy maintained by the principal. All records must be maintained in accordance with relevant data protection legislation.
- While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher(s), the relevant teacher(s) will use his/her/their professional judgement in relation to the records to be kept of these reports, the actions taken and any discussions with those involved regarding same.
- If it is established by the relevant teacher(s) that bullying has occurred the relevant teacher(s) must keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationship of the parties involved.

7. The school’s programme of support for working with pupils affected by bullying involves a whole school approach. Given the complexity of bullying behaviour, no one intervention/support programme works in all situations. Therefore various approaches strategies may be used including suggesting that parents seek referrals so that appropriate outside agencies in order to receive further support for the pupil and their families in needed

8. **Supervision and Monitoring of Pupils:** The Board of Management confirms that appropriate supervision and monitoring policies and practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible.

9. This policy was adopted by the Board of Management on.....

This policy has been made available to

- ✓ School Personnel
- ✓ Published on the school website
- ✓ Copy has been provided to the PA
- ✓ A copy of this policy will be made available to the Department and the Patron if requested

Patrick Curran
Chairperson of Board of Management

Karen Hennessy
Principal of School

Appendix1: Practical tips for bullying 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.

- Model respectful behaviour to all members of the school community at all times
- Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.
- Display key respect messages in classrooms, in assembly areas and around the school. Involve pupils in the development of these messages
- Catch them being good – notice and acknowledge desired respectful behaviour by providing positive attention
- Consistently tackle the use of discriminatory and derogatory language in the school – this include homophobic and racist language and language that is belittling of pupils with a disability or SEN
- Give constructive feedback to pupils when respectful behaviour and respectful language are absent
- Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines i.e. good note home, reward stickers, homework vouchers etc..
- Explicitly teach pupils about the appropriate use of social media i.e. webwise
- Positively encourage pupils to comply with the school rules on internet use. Follow up and follow through with pupils who ignore the rules.
- Actively promote the right of every member of the school community to be safe and secure in school
- Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas
- All staff can actively watch out for signs of bullying behaviour
- Ensure there is adequate playground/school yard/outdoor supervision
- School staff can get pupils to help them to identify bullying “hot spots” and “hot times” for bullying in school (Hotspots tend to be in the playground/school, yard/outdoor areas, changing rooms, corridors and other areas of unstructured supervision. Hot times again tend to be times when there is less structured supervision such as when pupils are in the playground/school yard or moving classrooms)

Appendix 2: Types of Bullying

The following are some of the types of bullying behaviour that can occur amongst pupils:

Physical Aggression: This behaviour includes pushing, shoving, punching, kicking, poking and tripping people. It may also take the form of severe physical assault. While pupils often engage in 'mess fights' they can sometimes be used as a disguise for physical harassment or inflicting pain.

Intimidation: Some bullying behaviour take the form of intimidation. It may be based on the use of very aggressive body language with the voice being used as a weapon. Particularly upsetting can be a facial expression which conveys aggression and/or dislike.

Isolation/exclusion and other relational bullying: This occurs where a certain person is deliberately isolated, excluded or ignored by some or all of the class group. This practice is usually initiated by the person engaged in bullying behaviour and can be difficult to detect. It may be accompanied by writing insulting remarks about the pupil in public places, by passing around notes about or drawings of the pupil or by whispering insults about them loud enough to be heard. Relational bullying occurs when a person's attempts to socialise and form relationships with peers are repeatedly rejected or undermined. One of the most common forms includes control 'Do this or I won't be your friend anymore' (implied or stated), a group ganging up against one person (girl or boy), non-verbal gesturing, malicious gossip. Spreading rumours about a person or giving them the 'silent treatment'.

Cyber-bullying: This type of bullying is increasingly common and is continuously evolving. It is bullying carried out through the use of information and communication technologies such as text, social network sites, email, instant messaging (IM), apps, gaming sites, chat rooms and other online technologies. Being the target of inappropriate or hurtful messages is the most common form of online bullying. As cyber-bullying uses technology to perpetrate bullying behaviour and does not require face-to-face contact, cyber-bullying can occur at any time (day or night). Many forms of bullying can be facilitated through cyber-bullying. For example, a target may be sent homophobic text messages or pictures may be posted with negative comment about a person's sexuality, appearance etc...

Name Calling: Persistent name-calling directed at the same individual(s) that hurt, insults or humiliates should be regarded as a form of bullying behaviour. Often name calling of this type refers to physical appearance e.g. size or clothes worn. Accent or distinctive voice characteristics may attract negative attention. Academic ability can also provoke name calling. This tend to operate at two extremes. There are those who are singled out for attention because they are perceived to be weak academically. At the other extreme there are those who, because they are perceived as high achievers are also targeted.

Damage to Property: Personal property can be the focus of attention for bullying behaviour. This may result in damage to clothing, mobile phone or other devices, school books and other learning material or interference with a pupil's locker or bicycle. The contents of school bags and pencil cases may be scattered on the floor. Items or personal property may be defaced, broken, stolen or hidden.

Extortion: Demands for money may be made, often accompanied by threats (sometimes carried out in the event of the targeted pupil not delivering on the demand) A pupil may also be forced into theft of property for delivery to another who is engaged in bullying behaviour.

Appendix 4 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 conduction 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 School?		
Has the Board published the policy on the school website and provided a copy to the parents' council?		
Is the Board satisfied that school staff are sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day to day work?		
Has the Board ensured that the policy has been adequately communicated to all pupils?		
Has the policy documented the prevention and education strategies that the school applies?		
Have all of the prevention and education strategies been implemented		
Has the effectiveness of the prevention and education strategies that have been implemented been examined		
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?		
Has the Board received and minuted the periodic summary reports of the Principal		
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 Principals periodic report to the Board		
Has the Board received any complaints from parents regarding the school's handling of bullying incidents?		
Have any parent withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?		
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed		
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?		
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?		
Has the Board put in place an action plan to address any areas for improvement		

Appendix 3 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

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

Pupil concerned	
Other Pupil	
Parent	
Teacher	
Other	

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

Playground	
Classroom	
Corridor	
Toilets	
School Bus	
Other	

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

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

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

7. Where behaviour is regarding as identity-based bullying, indicated the relevant category

Homophobic	Disability/SEN related	Racist	Membership of Traveller Community	Other (specify)

8. Brief Description of bullying behaviour and its impact

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Details of Actions taken

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Signed.....(Relevant Teacher) Date:.....

Date submitted to Principal/Deputy Principal.....

Note: The categories listed in the tables 3, 4 & 6 are suggested and schools may add to or amend these to suit their own circumstances

Ratified on:

Chairperson: Patrick Curran

Principal: Karen Hennessy