



## **Raheen National School's Anti-Bullying Policy**



### **School Position on Bullying.**

The Anti- Bullying Policy is not just a standalone policy but is part of the School's Code of Discipline and the School's Anti-Bullying Charter (adopted in 2012-'13).

**This document is primarily used for child-to-child peer interactions. Bullying between child/adult is addressed within child protection protocols and procedures. Adult to adult interactions is dealt with in existing employment legislation and procedures.**

Raheen N.S community believes that each pupil has a right to an education free from fear and intimidation.

The school regards bullying as a serious infringement of individual rights and a serious threat to the self-esteem and self-confidence of targeted pupil(s). Therefore, it does not tolerate bullying of any kind.

**Every report of bullying is treated seriously and dealt with, having due regard for the wellbeing of the targeted pupil(s) and the perpetrator(s).**

The immediate priority, should a bullying incident occur, is ending the bullying, (*thereby protecting the person(s) being targeted*) and resolving the issues and restoring the relationships involved insofar as is practicable using a 'Reform, not Blame' approach.

All pupils are expected to contribute to the creation and maintenance of a safe environment in the school. On becoming aware of any bullying situation, in or outside the school, involving members of the school community they should notify a trusted responsible adult. Bullying behaviour is too serious not to report.

Pupils' participation in school life in general is encouraged through existing school structures. Awareness of bullying, and willingness to take action to prevent or stop it, is part of this participation.

## **Anti-Bullying Policy: Raheen NS\***

*\*Appendix 1 Template*

All sections of this template must be completed

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 **Raheen 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 the lives of pupils and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:
  - A positive school culture and climate which-
    - is welcoming of difference and diversity and is based on inclusivity;
    - encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
    - promotes respectful relationships across the school community;
  - Effective leadership;
  - A school-wide approach;
  - A shared understanding of what bullying is and its impact;
  - Implementation of education and prevention strategies (including awareness raising measures) that-
    - build empathy, respect and resilience in pupils; and
    - explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.
  - Effective supervision and monitoring of pupils;
  - Supports for staff;
  - Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); 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 behaviour, verbal, psychological or physical conducted, by an individual or group against another person (or persons) and which is repeated over time.

The following types of bullying behaviour are included in the definition of bullying:

- deliberate exclusion, malicious gossip and other forms of relational bullying,
- cyber-bullying and
- identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.

Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's code of behaviour.

However, in the context of this policy, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

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

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

4. The relevant teacher(s) for investigating and dealing with bullying is (are) as follows: (see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

As this is a primary school the teacher investigating and dealing with **child-to-child** bullying in Raheen N.S. will *normally be the class teacher*.

- Catherine Furlong (Junior and Senior Infants)
- Clodagh Jordan (Senior Infants and 1<sup>st</sup> class)
- Bernie Murray-Ryan (2<sup>nd</sup> class)
- Róisín Quigley (3<sup>rd</sup> and 4<sup>th</sup> class)
- Claire Murphy (4<sup>th</sup> and 5<sup>th</sup> class) **Gemma Wiley (mat leave)**
- Ciara Byrne (6<sup>th</sup> class)

Support offered by SET members: Niamh Murphy and Sarah Browne



5. The education and prevention strategies (including strategies specifically aimed at cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying) that will be used by the school are as follows (see Section 6.5 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

- **The anti-bullying module of the SPHE programme as it applies during each school year,**
  - **At least three awareness-raising exercises per school year for each class group (1<sup>st</sup> – 6<sup>th</sup> classes) pro-actively explaining the nature and variety, causes, consequences and unacceptability of bullying. The Garda programme will be requested.**
  - **Online safety lessons at safety levels e.g., Webwise. Safer Internet Day is a key day to reinforce and highlight the importance of internet safety and the impact of cyberbullying to the students in Raheen NS, and it is marked on a whole school basis each year. (2024 – Tuesday 6<sup>th</sup> of February).**
  - **The SPHE coordinator in Raheen NS will organise a talk on cyberbullying and internet safety every second year, for both students in the senior end and the parents of Raheen NS. (Due 2023/24 to coincide with Safer Internet Day as much as possible).**
  - **Raheen NS strives to reinforce the Anti-Bullying Policy and the education and prevention strategies, presented here, by the school’s work towards the renewal of the Amber Flag (introduced to the school in 22/23).**
  - **This policy and its underlying values of prevention and education is also strongly linked and supported by the Wellbeing Policy Statement and Framework for Practice (2018-2023) and the school’s Mindfulness policy, as well as its SPHE policy.**
  - **A programme of work, focusing on self-esteem and bullying-prevention, such as “Friends for Life” is being introduced to the senior classes as a further anti-bullying measure (2023).**
- ✓ Pupils are helped to examine the issue of bullying in a calm rational, **age-appropriate manner**, 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.

Through presentations or newsletters, 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).

**All parents/guardians of children being inducted into the school are made aware of the anti-bullying policy. Parents are asked to sign the code of discipline of the school and are aware of the policies available on the school website which support the staff in their efforts to provide a positive learning experience for the children in the school.**

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 (see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*) :



- The 'Relevant Teacher' (normally the class 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 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.
- If a pupil has agreed to 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 of 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). **The parents of the bullied child will also be informed. A meeting will be arranged for the relevant teacher and principal to speak to the parents of the bullied child and the school's programme for supporting pupils who have been bullied discussed. A plan of action will be decided.**
- All documentation regarding bullying incidents and their resolution is retained securely in the school **until the children involved reach 25 years of age (thirteen years after the pupil leaves 6th class).**

### **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:

- the Reflection booklet will be given to relevant child/children.
- 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.

7. The school's programme of support for working with pupils affected by bullying is as follows (see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

#### **Bullied pupils:**

- Ending the bullying behaviour,
- Ensuring the school culture fosters respect for bullied pupils and all pupils,
- Ensuring the school culture fosters 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, such as Stay Safe and the SPHE programme (Mindful Matters).
- 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,
- Making adequate support **within the school** available to pupils who need it in a timely manner. The SEN Team will provide support to pupils involved **and/or arrange a referral to an appropriate external agency if deemed necessary.**
- 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).

#### **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 in school support facilities available to help those who need it. Learn other ways of meeting their needs besides violating the rights of others. The SEN Team will provide support to pupils involved.
- 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 behaviour 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.

## 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. Prevention of Harassment

The Board of Management confirms that the school will, in accordance with its obligations under equality legislation, take all such steps that are reasonably practicable to prevent the sexual harassment of pupils or staff or the harassment of pupils or staff on any of the nine grounds specified i.e. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

10. This policy was adopted by the Board of Management on 27/09/23 [date].
11. This policy has been made available to school personnel, published on the school website and provided to the Parents' Association. A copy of this policy will be made available to the Department and the patron if requested.
12. This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website and provided to the Parents' Association. **Parents/guardians will also receive an SMS or written notification of changes to the anti-bullying policy.** A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: [Signature]  
(Chairperson of Board of Management)

Date: 27/09/23

Date of next review: September 2024

Signed: [Signature] Sarah Browne  
(Principal)

Date: 27/09/23