



Killavil National School
S.N. Cill Fhábhaill
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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 Killavil 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 bring on the lives of pupils and is therefore fully committed to the following key principals 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 for investigating and dealing with bullying is as follows: the class teacher.
5. Prevention of bullying is prioritised through the active promotion of a happy, safe, inclusive atmosphere throughout the school. The education and prevention strategies (including strategies specifically aimed at cyber-bullying and identity-based bullying in particular, homophobic and transphobic bullying) that will be used by the school include the following:
 - Stay Safe programme;
 - Walk Tall programme;
 - Webwise teaching and learning materials, focussing on understanding and prevention of cyber-bullying.
 - Weekly outdoor whole school assemblies, promoting a positive and healthy school climate, mutual respect, sharing of ideas and positive behaviour.
 - Regular communication with parents through email, telephone calls, text-a-parent service as well as one-to-one meetings in person, by arrangement, where requested.
 - Regular SPHE & Wellbeing lessons with all pupils focussing on the promotion and development of high self-esteem among pupils and staff.
 - Initiatives and programmes focused on developing pupils' awareness and understanding of bullying, including its causes and effects, should deal explicitly with the issue of identity-based bullying and in particular homophobic and transphobic bullying.
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 for the relevant teacher 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);
 - (ii) In investigating and dealing with bullying, the teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved;
 - (iii) All reports, including anonymous reports of bullying, must be investigated and dealt with by the relevant teacher. 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;

(iv) Non-teaching staff such as the shared school secretary, SNA, caretaker/cleaner are encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher;

(v) Parents 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;

(vi) It is very important that all involved (including each set of pupils and parents) understand the above approach from the outset;

(vii) Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents;

(viii) Incidents are generally best investigated outside the classroom situation to ensure the privacy of all involved;

(ix) 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;

(x) 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;

(xi) If a group is involved, each member should 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 each other's statements;

(xii) Each member of a group should be supported through the possible pressures that they may face from the other members of the group after interview by the teacher;

(xiii) It may also be appropriate or helpful to ask those involved to write down their account of the incident(s);

(xiv) In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parents 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 parents an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports for their pupils;

(xv) 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;

(xvi) It must also be made clear to all involved (each set of pupils and parents) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parents and the school;

(xvii) 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. This can have a therapeutic effect;

(xviii) In cases where the relevant teacher considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that the bullying behaviour has occurred, it must be recorded by the relevant teacher in the recording template at **Appendix 3**.

(xix) 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; and

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

The school's procedures for recording of bullying behaviour are as follows:

- 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, the relevant teacher will use his/her 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 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 relationships of the parties involved.
- The relevant teacher must use the recording template at **Appendix 3** to record the bullying behaviour in the following circumstances:
 - a) in cases where he/she considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour occurred; and
 - b) where the school has decided as part of its anti-bullying policy that in certain circumstances bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable.

In each of the circumstances at (a) and (b) above, the recording template at **Appendix 3** must be completed in full and retained by the teacher in question and a copy provided to the Principal or Deputy Principal as applicable. It should also be noted that the timeline for recording bullying behaviour in the recording template at **Appendix 3** does not in any way preclude the relevant teacher from consulting the Principal or Deputy Principal at an earlier stage in relation to a case.

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

- Referral will be made to relevant external agencies and authorities where appropriate.
- In cases where a school has serious concerns in relation to managing the behaviour of a pupil, the advice of the National Education Psychological Service (NEPS) will be sought.
- Referral of serious cases to the HSE: In relation to bullying in schools, Children First National Guidance for the Protection and Welfare of Children 2011 (Children First) and the Child Protection Procedures for Primary and Post-Primary Schools provide that in situations where "the incident is serious and where the behaviour is regarded as potentially abusive, the school must consult the HSE Children and Family Social Services with a view to drawing up an appropriate response, such as a management plan".
- Serious instances of bullying behaviour should, in accordance with the Children First and the Child Protection Procedures for Primary and Post-Primary Schools, be referred to the HSE Children and Family Services and/or Gardaí as appropriate.
- The Child Protection Procedures for Primary and Post-Primary Schools also provide that where school personnel have concerns about a child but are not sure whether to report the matter to the HSE, the Designated Liaison Person must seek advice from the HSE Children and Family Social Services.
- A programme of support for pupils who have been bullied will be put in place. Such pupils may need counselling and/or opportunities to participate in activities designed to raise their self-esteem, to develop their friendship and social skills and thereby build resilience whenever this is needed.

- A programme of support for those pupils involved in bullying behaviour will also be part of the school's intervention process. Pupils involved in bullying behaviour need assistance on an ongoing basis. For those with low self-esteem, opportunities will be developed to increase feelings of self-worth. The learning strategies applied within our school allow for the enhancement of the pupil's self-worth.
- Pupils who engage in bullying behaviour may need counselling to help them learn other ways of meeting their needs without violating the rights of others.
- Pupils who observe incidents of bullying behaviour will be encouraged to discuss them with teachers.

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. It is noted also that the Board of Management have an Oversight role and that reporting of incidents of bullying forms part of the 'Child Protection Oversight Report' which is presented at each Board of Management meeting.

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 reviewed policy was ratified by the Board of Management on 18/10/2023.

11. This policy has been made available to school personnel and is readily accessible to parents on request. 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 three years or more frequently if deemed necessary.

Signed: Bill Cant
Principal

Date: 18/10/2023

Signed: Michael Reilly
Chairperson B.O.M.

Date: 18/10/2023



Anti-Bullying Policy

Killavil NS

We can confirm that we have received and read the most recent Anti-Bullying Policy within our school.

Staff Member	Signature	Date
Mr Bill Carty		19/10/2023
Ms Lorraine Finnegan		25/10/2023
Ms Marie Fleming		
Mr Ciarán Mulderrig		 <small>Finished 23/10/23.</small>
Mrs Sinead Mc Gettrick		25-10-23
Ms Niamh Walsh		

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 conducting this review and is not intended as an exhaustive list. In order to complete the checklist, an examination and review involving both quantitative and qualitative analysis, as appropriate across the various elements of the implementation of the school's anti-bullying policy will be required.

	Yes /No
Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the <i>Anti-Bullying Procedures for Primary and Post-Primary Schools</i> ?	Yes.
Has the Board published the policy on the school website and provided a copy to the parents' association?	Yes.
Has the Board ensured that the policy has been made available to school staff (including new staff)?	Yes.
Is the Board satisfied that school staff are sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day to day work?	Yes.
Has the Board ensured that the policy has been adequately communicated to all pupils?	Yes.
Has the policy documented the prevention and education strategies that the school applies?	Yes.
Have all of the prevention and education strategies been implemented?	Yes.
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	Yes.
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	Yes.
Has the Board received and minuted the periodic summary reports of the Principal?	Yes.
Has the Board discussed how well the school is handling all reports of bullying including those addressed at an early stage and not therefore included in the Principal's periodic report to the Board?	Yes.
Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	No.
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	No.
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	No.
Has the data available from cases reported to the Principal (by the bullying recording template) been analysed to identify any issues, trends or patterns in bullying behaviour?	N/A
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 Miriam Reilly
Chairperson, Board of Management

Date 18/10/2023

Signed Bill Cant
Principal

Date 18/10/2023

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

To: Bishop Paul Dempsey

The Board of Management of Killawil N.S. wishes to inform you that:

- The Board of Management's annual review of the school's anti-bullying policy and its implementation was completed at the Board meeting of 18/10/2023, [date].
- This review was conducted in accordance with the checklist set out in **Appendix 4** of the Department's *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

Signed Michael Bell
Chairperson, Board of Management

Date 18/10/2023

Signed Bill Cant
Principal

Date 18/10/2023