



CHRIST THE KING BNS

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 Christ the King BNS 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:

We aim to cultivate a positive school culture and climate in which-

- The school acknowledges the right of each member of the school community to enjoy school in a secure environment.
- The school acknowledges the uniqueness of each individual and his/her worth as a human being.
- The school promotes positive habits of self-respect, self-discipline and responsibility among all its members.
- The school prohibits vulgar, offensive, sectarian or other aggressive behaviour or language by any of its members.
- The school has a clear commitment to promoting equity in general and gender equity in all aspects of its functioning.
- The school has the capacity to change in response to pupils' needs.
- The school identifies aspects of curriculum through which positive and lasting influences can be exerted towards forming pupils' attitudes and values.
- The school takes particular care of "at risk" pupils and uses its monitoring systems to facilitate early intervention where necessary and it responds to the needs, fears or anxieties of individual members in a sensitive manner.
- The school recognises the need to work in partnership with and keep parents informed on procedures to improve relationships on a school-wide basis.
- The school recognises the role of parents in equipping the pupil with a range of life- skills.
- The school recognises the role of other community agencies in preventing and dealing with bullying.
- The school promotes habits of mutual respect, courtesy and an awareness of the interdependence of people in groups and communities.
- The school promotes qualities of social responsibility, tolerance and understanding among all its members both in school and out of school.

- Pupils are empowered to disclose and discuss incidents of bullying behaviour in a non-threatening environment
- Staff members share a collegiate responsibility, under the direction of the Principal, to act in preventing bullying/aggressive behaviour by any member of the school community;
- The school is welcoming of difference and diversity and is based on inclusivity;
- The school promotes respectful relationships across the school community;
- The school promotes positive habits of self-respect, self-discipline and responsibility among all its members;
- The school promotes a shared understanding of what bullying is and its impact;
- The school implements 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.
- The school consistently records, investigates and follows up on bullying behaviour (including use of established intervention strategies); and
- The school evaluates the effectiveness of the anti-bullying policy on an ongoing basis.

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*
- 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 by parents when this happens outside of school

*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.

Mobile phones are not allowed in school and any bullying behaviour happening via mobile phones or via social media will be handled and dealt with by the parents of the children involved.

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

- Class teachers will complete the stay safe programme including lessons on cyberbullying.
- Class teachers will complete the media education lessons as part of the SPHE curriculum.
- Class teachers will create a digital citizen contract with the students encouraging all students to agree to the terms of the contract in being a good citizen when communicating online.

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 takes 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, e-mail, 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 comments about a person's sexuality, appearance etc.
- **Name-calling:** Persistent name-calling directed at the same individual(s) which hurts, 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 tends 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 of 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.

Bullying will not be tolerated and parents will be expected to cooperate with the school at all times in dealing with instances of bullying, in accordance with the school's Anti-Bullying Policy, which is part of our Code of Behaviour for pupils.

Our Anti-Bullying Code:

- We are a caring school
- We do not use unkind words or actions
- We say 'No!' to bullying
- We are kind and respectful to everyone at school and at home
- We tell someone we trust if we are being bullied, or if the actions of others make us feel unsafe
- We encourage our children to 'tell us and we will listen'.

The staff reinforces this Code and the other School Rules regularly, both formally, as part of our SPHE and Stay Safe programmes, and informally in their daily contact with the children.

Before and After School:

Parents are reminded that school staff do not accept responsibility for pupils before the official opening time of 8.50am and 9.00am or after the official closing time of 2.30 pm and 2.40pm (1.30 p.m. in the case of infant children), except where pupils are engaged in an extra-curricular activity organised by the school and approved by the Board of Management.

Pupils involved in such activities are expected to behave in accordance with school behaviour policy during these times.

On very wet mornings children, if present, may stand inside in the Senior Corridor from 8.50 a.m. until school opening time, when the teachers will, as normal, take charge of the children.

Promoting Good Behaviour:

Promoting good behaviour is the main goal of the code.

Positive reinforcement of good behaviour leads to better self-discipline and we place a greater emphasis on rewards and incentives than on sanctions, to the extent that particular circumstances will allow.

Teachers and other school staff need a range of strategies for promoting good behaviour at class and school level, and it is our aim to be as consistent as possible in using these strategies throughout the school.

Strategies:

Strategies used might include

- A quiet word or gesture to show approval
- A positive comment on a child's exercise book
- A visit to another class or to the Principal for commendation praise in front of class group
- Individual class merit awards, points awards or award stamps delegating some special responsibility or privilege
- Positive written or verbal communication with parents

In using reward systems as part of an overall school or class strategy account should be taken of the particular learning styles of children and particularly pupils with special needs.

For all students, and especially those with learning difficulties, reward will have an impact when it is closely linked in time to the behaviour that is being rewarded.

Other useful strategies include:

- positive everyday interactions between teachers and pupils good school and class routines
- clear boundaries and rules for pupils
- helping pupils themselves to recognise and affirm good learning behaviour recognising and giving positive feedback about behaviour
- exploring with pupils how people should treat each other involving pupils in the preparation of school and classroom rules

Pupils are more likely to behave well when

- They are given responsibility in the school
- They understand the importance of the Code of Behaviour and how they can make it work
- They can see that the Code works in a fair way
- There are standards that set high expectations for student behaviour the standards are clear, consistent and widely understood
- Parents support the school by encouraging good learning behaviour
- There are good relationships between teachers, parents and students and a happy school atmosphere
- Adults model the behaviour that is expected from the students

The relevant teachers for investigating and dealing with bullying are as follows:

1. Classroom Teachers
2. Special Educational Teachers
3. Principal / Deputy Principal

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:

- 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.
- Notice and acknowledge desired respectful behaviour by providing positive attention.
- 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 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.
- Teach the children to become responsible digital citizens.
- Explicitly teach pupils about the appropriate use of social media.
- Positively encourage pupils to comply with the school rules on mobile phone and internet use.
- Follow up and follow through with pupils who ignore the rules.
- Actively involve parents in awareness raising campaigns around social media.
- 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 the school.
- Hot spots 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 where there is less structured supervision such as when pupils are in the playground/school yard or moving classrooms.
- Stay Safe and other SPHE programmes throughout the school
- Children are reminded of Stay Safe Rules- Say No, Get Away and Tell
- RSE programmes and invited speakers for 5th & 6th Classes
- Transfer Programmes for 6th Class

A pupil or parent may bring a bullying concern to any teacher in the school. Individual teachers must take appropriate measures regarding reports of bullying behaviour in accordance with the school’s anti-bullying policy.

Procedures for investigating and dealing with bullying

- 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);
- 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;
- 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.

- 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;
- It is very important that all involved (including each set of pupils and parents) understand the above approach from the outset;
- Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents;
- Incidents are generally best 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.

1. 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;

2. 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 account of what happened to ensure that everyone in the group is clear about each other's statements; Each member of a group should be supported through the possible pressures that they may face them from the other members of the group after interview by the teacher; It may also be appropriate or helpful to ask those involved to write down their account of the incident(s);

3. 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;

4. 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.

5. 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;

6. 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;

7. 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 bullying behaviour has occurred, it must be recorded by the relevant teacher in the designated recording template.

8. 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; dealt with a bullying case in accordance

Where a parent is not satisfied that the school has with these procedures, the parents must be referred, as appropriate, to the school's complaints procedures;

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.

Procedures for recording bullying behaviour

The school's procedures for noting and reporting bullying behaviour must adhere to the following:

- 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.

Bullying as part of a continuum of behaviour

We note that bullying behaviour can be part of a continuum of behaviour rather than a stand-alone issue and in some cases behaviour may escalate beyond that which can be described as bullying to serious physical or sexual assault or harassment. To ensure that any such cases are dealt with appropriately, the school's anti-bullying policy is linked with the overall code of behaviour and provides for referral to be made to relevant external agencies and authorities where appropriate. In cases where we have serious concerns in relation to managing the behaviour of a pupil, the advice of the National Education Psychological Service (NEPS) is sought.

Referral of serious cases to the HSE

Serious instances of bullying behaviour will, 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.

Supports for pupils affected by bullying

We provide a programme of support for pupils who have been bullied. 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. We will draw on our existing resources in the first instance (Pupils may be targeted for SCP interventions such as after school and holiday supports or sessions with a behaviour / welfare officer, social skills groups etc.).

A programme of support for those pupils involved in bullying behaviour is also 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 to increase feelings of self-worth will be provided through our school completion programme. Also, learning strategies applied within the school will 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 should be encouraged to discuss them with teachers.

Ongoing evaluation of the effectiveness of the anti- bullying policy

The effectiveness of the school's anti-bullying policy is subject to continuous review in the light of incidents of bullying behaviour encountered. The school will make provision for periodic examination of the prevention and intervention strategies in place. Surveys of pupils, staff and parents can, if properly conducted, provide important 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 3 for recording and reporting bullying to the school Principal or Deputy Principal will be a valuable and readily accessible source of data in relation to bullying behaviour in the school. Data gathered from these reports will be regularly (at least once in every school year) collated and analysed 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 is included as 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.

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.

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.

This policy was adopted by the Board of Management on April 10th 2014 and reviewed in September, 2015. September 2017.

- This policy has been made available to school personnel and published on the school website. A copy of this policy will be made available to the Department and the patron if requested.
- 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 and published on the school website. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: *Anne Dollard*

Chairperson of Board of Management

Date: October 21st 2021

Signed: *Clodagh Vahey*

School Principal/Secretary to Board of Management

Date: October 21st 2021

The full policy including appendices is available from the office on request.

APPENDIX 1:

Practical tips for building a positive school culture and climate

1. 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.
2. Model respectful behaviour to all members of the school community at all times.
3. Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.
4. Display key respect messages in classrooms, in assembly areas and around the school. Involve pupils in the development of these messages.
5. Catch them being good - notice and acknowledge desired respectful behaviour by providing positive attention.
6. 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 SEN.
7. Give constructive feedback to pupils when respectful behaviour and respectful language are absent.
8. Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.
9. Explicitly teach pupils about the appropriate use of social media.
10. Positively encourage pupils to comply with the school rules on mobile phone and internet use.
11. Follow-up and follow through with pupils who ignore the rules.
12. Actively involve parents and/or the Parents' Association in awareness raising campaigns around social media.
13. Actively promote the right of every member of the school community to be safe and secure in school.
14. Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas.
15. All staff can actively watch out for signs of bullying behaviour.
16. Ensure there are adequate playground/school yard/outdoor supervision.
17. School staff can get pupils to help them to identify bullying 'hot spots' and 'hot times' for bullying in the school:-
 - a. Hot spots tend to be in the playground/school yard/outdoor areas, changing rooms, corridors and other areas of unstructured supervision.
 - b. 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.
18. Support the establishment and work of student councils .

Appendix 3: Template for recording bullying behaviour

1. Name of pupil being bullied and class group Name:

2. Class: _____

3. Name(s) and class (es) of pupil(s) engaged in bullying behaviour

4. Source of bullying concern/report -tick relevant box (es)

Pupil concerned

Other pupil(s)

Parent

Teacher

Other

5. Location of incidents -tick relevant box (es)

Playground

Classroom

Corridor

Toilets

Other

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

7. Type of Bullying Behaviour - tick relevant box (es)

Physical aggression

Cyber-bullying

Damage to property

Intimidation

Isolation/Exclusion

Malicious gossip

Name calling

Other (specify)

8. Brief Description of bullying behaviour and its impact

9. Details of actions taken

Signed: _____ Date _____

(Relevant Teacher 1) Signed: _____

Date _____

(Relevant Teacher 1) Date submitted to Principal/Deputy Principal _____

