TRALEE EDUCATE TOGETHER NS

Anti-bullying Policy

1. In accordance with the requirements of the Education (Welfare) Act 2000 and the Code of Behaviour guidelines issued by TUSLA (the Child and Family Agency) [www.tusla.ie](http://www.tusla.ie), the Board of Management of Tralee Educate Together National School has adopted the following anti-bullying policy within the framework of the school’s overall Code of Behaviour. This policy is based on the DES standard template and fully complies with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools* which were published in September 2013. They can be viewed at this link

 <http://www.education.ie/en/Schools-Colleges/Information/Bullying/Anti-Bullying-Procedures-in-Schools.html> or on the school’s website [www.tralee-educate-together.com](http://www.tralee-educate-together.com)

The Policy was reviewed at a Whole School Meeting with parents, staff and BOM on 11th November 2019 and ratified by BOM on 11th November 2019.

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 behavior:

* A positive school culture and climate which

o is welcoming of difference and diversity and is based on inclusivity

o encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment

o 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

o build empathy, respect and resilience in pupils; and

o explicitly addresses 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 are as follows:

All class teachers and principal. Teachers and principal will communicate on a regular basis regarding concerns/monitoring/incidents and resolution of bullying.

(See Section 6.8 of the *Anti-Bullying Procedures*)

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

* The school uses the tools and resources provided by the Anti-Bullying Campaign programme: awareness building activities/class and school surveys/pupils promise forms, etc. Please see <https://www.antibullyingcampaign.ie>.
* Teachers use language around bullying behavior in a careful and thoughtful way - a culture of no blame is cultivated; the word bully is to be avoided and pupils are made aware that the most important thing is for the behaviour to stop (resolution)
* The school will teach the Stay Safe Programme in term 2
* The school’s SPHE curriculum
* The school will use resources (including same love posters) from the following sources: <http://www.into.ie/lgbt/EducationalResources/>

<http://www.teni.ie/attachments/7544b288-f9ca-486b-b1b8-f14177836c63.PDF>

* The ethical education curriculum Learn Together
* Learn Together resources in class libraries
* Whole school events such as *Ethos Week*, *Friendship Week* and *Multi-Faith & Culture Day*.
* We all Belong resource pack to be used as well as the display of LGBT posters which are available in the school.
* The use of words such as “gay” or “lesbian” in derogatory sense is not tolerated in the school. In such cases it will be explained to children that using these words in a derogatory sense is unacceptable. It will be explained that there are people who are gay, lesbian, transgender, etc. and that using these words in a derogatory sense can be hurtful and disrespectful to people.
* Bullying based on a person’s belief is not tolerated in the school. Children are taught that everyone is entitled to their beliefs and to respect their right to their beliefs.
* Children’s safety on the internet is very important. Access to social networking sites is not permitted in the school. Parents should take ultimate responsibility for their children’s safety when using the internet and social networking. Children in 5th and 6th class will be taught what they should do if they encounter cyber bullying.

This will involve:

* + Tell the person to stop.
	+ Tell an adult (parent/teacher/etc.).
	+ Learn how to take screen shots of bullying behaviour.
	+ If it continues “block” the person.
	+ Report the person to the website/network if applicable.

Children of 5th and 6th will also discuss how serious cyber bullying can be and the consequences involved.

* The BOM will strive to support staff and school community in anti-bullying training.

6. The school uses the Anti-Bullying Campaign tools and resources to raise awareness and resolve, (survey, investigate, intervene, follow-up and record) bullying behavior. The school may also use the Anti-Bullying Campaign tools for secondary schools for 5th/6th class – teacher’s and principal’s discretion will be used in this decision. The school is also guided by section 6.8.9 and 6.8.10 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools.*

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*):

Support will be provided for anyone who is bullied by offering them an immediate opportunity to talk about their experience with their class teacher or another teacher, along with continuing support when they feel they may need it. A child who is bullied may be assured that the school community will help them and put monitoring procedures in place to safeguard them.

The school will inform parents/guardians of what has happened and of the measures being taken to help them, encourage them to report incidences if they occur.

Help and support will be sought for a child who engages in bullying behaviour. This will include speaking with them to discover why they became involved, informing their parents/guardians and continuing to work with and support them in order to modify their behaviour. The school’s Code of Behaviour applies to bullying. The child who engages in bullying behaviour will be helped to see things from the perspective of the child who is being bullied.

In certain circumstances, a child who engages in bullying behaviour may be excluded from the playground at lunch break or subject to special monitoring procedures and if bullying continues, he/she may be suspended in accordance with procedure.

Any pupil who is involved in retaliation against a pupil who reports bullying or is involved in bullying will be subject to the school’s Code of Behaviour. Incidents of bullying will be used as opportunities for re-enforcing the Anti-Bullying policy of the school. Self-esteem and confidence building and promoting empathy are at the heart of the school approach to bullying*.* Follow-up meetings may be arranged to assess progress and/or restore relationships.

Pupils who witness bullying may also be affected and may suffer in similar ways to those who are bullied. For example, pupils who witness identity-based bullying and share that identity can experience anxiety and feel under threat themselves. Pupils can also feel guilt or distress at not being able to help the person being bullied.

**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 the**

 **11th November 2019**

11. This policy has been made available to school personnel, published on the school website and provided to the Parents Association and/or parents. A copy of this policy is forwarded to Educate Together as Patron and will be made available to the Department of Education 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 and/or parents. A record of the review and its outcome is forwarded to the Patron and made available, if requested, to the Department of Education.

Signed: Sinead Kelleher, Chairperson Mary Brosnan, Principal

**Date: 11 November, 2019**

**Date for review: November 2020**

# 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 *Anti-Bullying Procedures for Primary and Post-Primary Schools*? |  |
| Has the Board published the policy on the school website and provided a copy to the parents’ association? |  |
| Has the Board ensured that the policy has been made available to school staff (including new staff)? |  |
| 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 Principal’s periodic report to the Board? |  |
| Has the Board received any complaints from parents regarding the school’s handling of bullying incidents? |  |
| Have any parents 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? |  |

Signed: Sinead Kelleher Date: 11.11.19

Chairperson, Board of Management

Signed: Mary Brosnan Date: 11.11.19

Principal

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

To: The School Community

The Board of Management of Tralee Educate Together NS 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 11.11.19.
	+ 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: Sinead Kelleher Date: 11.11.19

Chairperson, Board of Management

Signed: Mary Brosnan Date: 11.11.19

Principal