



Castlerea Community School

Anti-Bullying Policy

The Board of Management's annual review of the school's anti-bullying policy and its implementation was completed at the Board meeting of September 4th 2024.

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 Castlerea Community 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) 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;

(b) Effective leadership

(c) A school-wide approach

(d) A shared understanding of what bullying is and its impact

(e) 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;



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(f) Effective supervision and monitoring of pupils

(g) Supports for staff

(h) Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and

(i) 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,
- Harassment, physical aggression, intimidation, name calling, damage to property, extortion, insulting or offensive gestures
- Cyber-bullying and
- Identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's sexual orientation, 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 will 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.



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Examples of bullying behaviours

<p>General behaviours which apply to all</p>	<ul style="list-style-type: none"> • Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc. • Physical aggression • Damage to property • Name calling • Slagging • The production, display or circulation of written words, pictures or other materials aimed at intimidating another person • Offensive graffiti • Extortion • Intimidation • Insulting or offensive gestures • The “look” • Invasion of personal space • A combination of any of the types listed.
<p>Cyber-bullying</p>	<ul style="list-style-type: none"> • Denigration: Spreading rumors, lies or gossip to hurt a person’s reputation • Harassment: Continually sending vicious, mean or disturbing messages to an individual • Impersonation: Posting offensive or aggressive messages under another person’s name • Flaming: Using inflammatory or vulgar words to provoke an online fight • Trickery: Fooling someone into sharing personal information which you then post online • Outing: Posting or sharing confidential or compromising information or images • Exclusion: Purposefully excluding someone from an online group • Cyber stalking: Ongoing harassment and denigration that causes a person considerable fear for his/her safety • Silent telephone/mobile phone call • Abusive telephone/mobile phone calls • Abusive text messages • Abusive email • Abusive communication on social networks e.g. Facebook/Ask.fm/ Twitter/You Tube / Snapchat or on games consoles • Abusive website comments/Blogs/Pictures • Abusive posts on any form of communication technology



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Identity Based Behaviours

Including any of the nine discriminatory grounds mentioned in Equality Legislation (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).

Homophobic and Transgender	<ul style="list-style-type: none"> • Spreading rumours about a person’s sexual orientation • Taunting a person of a different sexual orientation • Name calling e.g. Gay, queer, lesbian...used in a derogatory manner • Physical intimidation or attacks • Threats
Race, nationality, ethnic background and membership of the Traveller community	<ul style="list-style-type: none"> • Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background • Exclusion on the basis of any of the above
Relational	<p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"> • Malicious gossip • Isolation & exclusion • Ignoring • Excluding from the group • Taking someone’s friends away • “Bitching” • Spreading rumours • Breaking confidence • Talking loud enough so that the victim can hear • The “look”
Sexual	<ul style="list-style-type: none"> • Unwelcome or inappropriate sexual comments or touching • Harassment
Special Educational Needs, Disability	<ul style="list-style-type: none"> • Name calling • Taunting others because of their disability or learning needs • Taking advantage of some pupils’ vulnerabilities and limited capacity to recognise and defend themselves against bullying • Taking advantage of some pupils’ vulnerabilities and limited capacity to understand social situations and social cues. • Mimicking a person’s disability • Setting others up for ridicule



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4.

The relevant teachers for investigating and dealing with bullying in this school are the Year Heads, in consultation with the Principal or Deputy Principal.

5.

The education and prevention strategies that will be used by the school are as follows:

Education and prevention strategies

School-wide approach

- A school-wide approach to the fostering of respect for all members of the school community.
- The promotion of the value of diversity to address issues of prejudice and stereotyping, and highlight the unacceptability of bullying behaviour.
- The fostering and enhancing of the self-esteem of all our pupils through both curricular and extracurricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.
- Whole staff professional development on bullying to ensure that all staff develops an awareness of what bullying is, how it impacts on pupils' lives and the need to respond to it-prevention and intervention.
- Professional development with specific focus on the training of the relevant teachers
- School wide awareness raising and training on all aspects of bullying, to include pupils, parents/guardians and the wider school community.
- 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.
- Involvement of the student council in contributing to a safe school environment e.g. Prefects, Big Brother – Big Sister buddy system, mentoring and other student support activities that can help to support pupils and encourage a culture of peer respect and support.
- Development and promotion of an Anti-Bullying code for the school-to be included in student journals and displayed publicly in classrooms and in common areas of the school.
- The school's anti-bullying policy is discussed with pupils and all parents/guardians are given a copy as part of the Code of Behaviour of the school.
- The implementation of regular whole school awareness measures e.g. a dedicated notice board in the school on the promotion of friendship and bullying prevention; Anti-Bullying awareness week and parent/guardian seminars; annual or term student surveys; regular year group assemblies by principal, deputy principal and year heads.
- 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



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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.
 - Make a phone call to the school or to a trusted teacher in the school.
 - Get a parents/guardians or friend to tell on your behalf.
 - Administer a confidential questionnaire once a term to all pupils.
 - Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- Clear protocols to encourage parents/guardians to approach the school if they suspect that their child is being bullied.
- The development of an Acceptable Use Policy in the school to include the necessary steps to ensure that the access to technology within the school is strictly monitored, as is the pupils' use of mobile phones.
- Supports currently being used in the school and the identification of other supports available to the school
 - In school counselling – Career Guidance counsellor & Chaplain
 - SPHE curriculum & resources
 - PDST – Anti Bullying Kit
 - BeLonG To Youth Services
 - Barnardos
 - Jigsaw

Implementation of curricula

- The full implementation of the SPHE and CSPE curricula and the RSE and Stay Safe Programmes.
- Continuous Professional Development for staff in delivering these programmes.
- School wide delivery of lessons on bullying from evidence based programmes, e.g. Cool School Lessons, #UP2US, Stay Safe Programme, The Walk Tall Programme, On My Own Two Feet.
- School wide delivery of lessons on **Relational aggression** (Cool School Programme: A Friend in Deed), **Cyber Bullying** (#UP2US, Be Safe-Be Web wise, Think Before you Click, Let's Fight it Together) **Homophobic and Transphobic Bullying** (Growing up LGBT, Stand Up Programme, The Trust pack) **Diversity and Interculturalism**.
- Delivery of the Garda SPHE Programmes. These lessons, delivered by Community Gardai, cover issues around personal safety and cyber-bullying
- The school will specifically consider the additional needs of SEN pupils with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately.
- The school will implement the advice in "Sexual Orientation advice for schools".



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Links to other policies

The following school policies are particularly relevant to bullying, e.g. Code of Behaviour, Child Protections policy, Supervision of pupils, Acceptable Use policy, Attendance.

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:

Procedures for Investigating and Dealing with Bullying

The primary aim 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);

Every effort will be made to ensure that all involved (including pupils, parents /guardians) understand this approach from the outset.

Reporting bullying behaviour

- Any pupil or parent/guardian 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 the 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;
- Parents/guardians 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;
- Teachers should take a calm, unemotional problem-solving approach.
- Where possible incidents will be investigated outside the classroom situation to ensure the privacy of all involved;
- All interviews will 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;



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- When analysing incidents of bullying behaviour, the relevant teacher may seek answers to questions of what, where, when, who and why. This will 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 may 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 should 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 for those involved to write down their account of the incident(s)
- In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parents/guardians of the parties involved will be contacted at an early stage to inform them of the matter and explain the actions being taken. The parents/guardians will be given an opportunity to discuss 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;
- In any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parents/guardians and the school;

Follow up and recording

- In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher will, 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;
 - Any feedback received from the parties involved, their parents/guardians or the school Principal or Deputy Principal
- Follow-up meetings with the relevant parties involved will 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/guardian is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent/guardian will be referred, as appropriate, to the school's complaints procedures.



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- In the event that a parent/guardian has exhausted the school's complaints procedures and is still not satisfied, they will be advised of their right to make a complaint to the Ombudsman for Pupils.

Recording of bullying behaviour

It is imperative that all recording of bullying incidents be done in an objective and factual manner.

The school's procedures for noting and reporting bullying behaviour are as follows:

Informal- pre-determination that bullying has occurred

- All staff must keep a written record of any incidents witnessed by them or notified to them. 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 same
- The relevant teacher must inform the principal of all incidents being investigated.

Informal-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 relationships of the parties involved.

Formal-Appendix 3 (From DES Procedures)

The relevant teacher must use the recording template at **Appendix 3** (Anti-Bullying Procedures or Primary and Post Primary schools) 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) In the following certain circumstances, in line with the school's code of behaviour and reported immediately to the Principal:

- Physical threats of violence
- Physical aggression
- Extortion
- Any bullying behaviours which may be deemed of at the discretion of the relevant person, as being of a serious nature



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When the recording template is used, it will be retained by the relevant teacher in question and a copy maintained by the principal. These reports will be kept in line with Data Protection guidelines.

Established intervention strategies

- Teacher interviews with all pupils
- Negotiating agreements between pupils and following these up by monitoring progress. This can be on an informal basis or implemented through a more structured mediation process
- Working with parents/guardians to support school interventions
- No Blame Approach
- Restorative interviews
- Restorative conferencing
- Implementing sociogram questionnaires
- Peer mediation where suitable training has been given

Cases of bullying are not all alike and may require different methods of intervention. Interventions will take into account not only the severity of the bullying but also whether there is group involvement. The following six major methods of intervention may be utilised:

- The traditional disciplinary approach
- Strengthening the victim
- Mediation
- Restorative Practice
- The Support Group Method
- The Method of Shared Concern

7.

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

- All in-school supports and opportunities will be provided for the pupils affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience e.g.
 - Chaplaincy
 - Career Guidance counsellor
 - Pastoral care system
 - Prefect system
 - Tutor/Year head system
 - Care team
- If pupils require counselling of further supports the school will endeavour to liaise with the appropriate agencies to organise same. This may be for the pupil affected by bullying or involved in the bullying behaviour.



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Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.

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 4th September 2024.

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. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: Maebh O Connell Signed: Eileen Ryan
(Chairperson of Board of Management) (Principal)

Date: 4/9/24 Date: 04/09/24

Date of next review: September 2025