



Ennistymon Community School
Anti-Bullying Policy
Ratified in 23/24 Academic Year
Reviewed October 2024

Table of Contents

Anti-Bullying Policy

- 1. Scope of Policy**
- 2. Policy Objectives**
- 3. Introduction**
- 4. Key Principles of Best Practice**
- 5. Defining Bullying**
- 6. Reporting and Investigating Bullying**
- 7. Education and Prevention Strategies**
- 8. Implementation of Curricula**
- 9. Procedures for Investigation, Follow-up and Recording of Bullying Behaviour**
- 10. Supports for Pupils Affected by Bullying**
- 11. Supervision & Monitoring of Anti-Bullying**
- 12. Prevention of Harassment**
- 13. Adoption of Policy**
- 14. Dissemination of Policy**
- 15. Review of Policy**
- 16. Next Review**
- 17. Appendices**

1. Scope of Policy

Every student of Ennistymon Community School has the right to pursue their learning, work and time spent in school free from intimidation from any other person in the school. This Anti-Bullying Policy outlines the responsibilities of the stakeholders (students, teaching and non-teaching staff, visiting staff from outside agencies, parents and visitors) to promote Ennistymon Community School as a school where respect is fostered and diversity is valued for all members of the school community. This anti-bullying policy addresses issues of prejudice and stereotyping and highlights the unacceptability of bullying behaviour. This Anti-Bullying policy is informed by Our Mission Statement which aims to celebrate each student and to nurture their spiritual, intellectual, emotional and physical growth in a safe, supportive and respectful environment

2. Policy Objectives

- To create an awareness of bullying as a form of unacceptable behaviour
- To create a restorative school culture which encourages the disclosure and discussion of incidents of bullying behaviour
- To develop procedures for reporting and recording incidents of bullying behaviour
- To develop procedures for investigating and dealing with incidents of bullying behaviour
- To develop programmes of support for those affected by bullying behaviour and those involved in bullying behaviour

3. Introduction

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 Ennistymon 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.

The Board of Management of Ennistymon Community School adopts the Anti-Bullying Procedures for Primary and Post- Primary Schools issued by the Department of Education

and Skills in September 2013 as the basis on which the school community addresses the issue of bullying. All school personnel are expected to be familiar with these procedures. As a school community, the promotion and establishment of positive, respectful relationships is actively encouraged amongst all students and staff. There is an emphasis placed on taking personal responsibility and engaging in self-reflection to make positive choices that have good outcomes and consequences. The school will not tolerate bullying or harassment in any form and will apply this policy strictly in the event of any reported incidents. Where a complaint is upheld, those responsible may be subject to appropriate and proportionate sanctions in keeping with the schools Code of Behaviour, up to and including suspension and/or referral to the Board of Management.

4. Key Principles of Best Practice

The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of students or staff 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
 - 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;
 - 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).
- On-going evaluation of the effectiveness of the anti-bullying policy.
- Support for students in devising and implementing anti-bullying initiatives.

5. Defining Bullying

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, transphobic bullying, bi-phobic bullying (e.g.taunting a person of a different sexual orientation)
- 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.

6. Reporting and Investigating Bullying

Students, parents, non-teaching staff or members of the wider community should feel welcome to report their concerns to any member of the teaching staff – including the Principal and Deputy Principals.

In this school the Year Head and the Deputy Principal designated to deal with discipline in the specific year group where bullying is being investigated are deemed to be the relevant teachers in the context of Section 6.8.3 of the Anti-Bullying Procedures for Primary and Post-Primary Schools.

The Year Head and Deputy Principal will prepare recorded findings for the Principal. The Principal or Deputy Principal will meet with the parents.

7. Education and Prevention Strategies

(Refer to section 6.5 of the Anti-Bullying Procedures for Primary and Post-Primary Schools.)

The education and prevention strategies (including strategies specifically aimed at cyber-bullying, homophobic bullying, transphobic bullying and bi-phobic bullying that will be used by the school are as follows:

7.1 Ennistymon Community School makes it clear to all members of the school community that bullying of any kind is unacceptable, irrespective of whether it is a student, a staff member or any other person who is the subject of such behaviour.

7.2 When investigating and dealing with bullying the principal focus is on resolving differences and restoring, as far as is practicable, the relationships of the parties involved (rather than apportioning blame). Ennistymon Community School, nevertheless, reserves the right to take disciplinary action where such is warranted, in accordance with the Schools student Code of Behaviour, against those who bully others.

7.3 The prevention and awareness of bullying is integral to this policy and students will, through both their curricular and extra-curricular programmes, be provided with opportunities to develop a positive sense of self-worth.

7.4 The focus of the Schools prevention strategy will be to build empathy, respect and resilience in students.

7.5 Students will be provided with opportunities to understand the causes and effects of bullying, the issue of identity-based bullying and in particular homophobic and trans-phobic bullying. This will be a component of the S.P.H.E. course. Ennistymon Community School recognises that the SPHE curriculum makes specific provision for exploring bullying as well as the inter-related areas of belonging and integrating, communication, conflict, friendship, personal safety and relationships. Also, that the Relationships and Sexuality Education (RSE) programme provides opportunities to explore and discuss areas such as human sexuality and relationships, which have particular relevance to identity-based bullying. The School will make every reasonable effort to ensure that the full potential of these programmes to combat bullying is exploited.

Furthermore, it is recognised that there is potential within the teaching of all subjects and within extracurricular activities to foster an attitude of respect for all; to promote the value of diversity; to address prejudice and stereotyping and to highlight the unacceptability of bullying behaviour.

7.6 Prevention and awareness-raising measures will also deal explicitly with cyber-bullying, educating students about appropriate online behaviour, how to stay safe while online and also through developing a culture of reporting any concerns about or incidents of bullying to a member of the teaching staff.

7.7 Ennistymon Community School will, in all its communications with students and their parents, commencing with the induction of the student into the School, make every effort to highlight the importance of students reporting incidents of or concerns about bullying to a member of the teaching staff on the clear understanding that these matters are being reported in confidence. More than anything else, the combating of bullying will depend on the extent to which students note and report bullying. In this context, the happiness of students is very much dependent on the vigilance of their fellow students and their preparedness to report concerns about bullying to the teaching staff and/or school management. All teaching staff will reinforce this point to students on an ongoing basis.

7.8 Ennistymon Community School will adopt a school-wide approach (involving management, staff, parents, students and members of the wider community with a connection to the School) to prevent and combat bullying. In this context, the School is committed to engaging with parents. Firstly, the School will involve them in the development of policies and practices to combat bullying. Secondly, parents will be informed at information evenings of the way the School deals with bullying and they will be provided with reliable information on how they may contribute towards combating bullying. In this regard, it is important that parents realise that anyone can be a bully and anyone can be a target of bullying. It is not just other people's sons and daughters that can bully. In this regard, it is also important to realise that disagreements between young people are part and parcel of negotiating the road to adulthood and that every youthful disagreement should not be treated as a full-blown bullying episode.

7.9 In accordance with section 6.8.9(v) of the Anti-Bullying Procedures for Primary and Post-Primary Schools 'parents and students 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'.

7.10 Where necessary, Ennistymon Community School will seek the assistance of NEPS, Tusla and the Gardaí, as appropriate, to combat bullying.

7.11 In combating bullying, Ennistymon Community School will take particular account of the needs of pupils with disabilities or with special educational needs. This will involve improving inclusion, focusing on developing social skills, paying particular attention to student induction and cultivating a school culture that respects everyone and values helping one another.

7.12 Ennistymon Community School will seek to devote a staff development session (for teaching and non-teaching staff – as appropriate) each school year towards raising the awareness of bullying among staff, building an understanding of what bullying is and providing guidance on how it is best combated – prevented, detected, investigated, documented (as appropriate) and resolved

7.13 Ennistymon Community School seeks to promote the value of diversity to address issues of prejudice and stereotyping and highlight the unacceptability of bullying behaviour

7.14 Ennistymon Community School seeks to foster and enhance the self-esteem of all our students through both curricular and extra-curricular activities. Students will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions

7.15 Ennistymon Community School will have effective supervision and monitoring of classrooms, corridors, school grounds, school tours and extra-curricular activities. Non-teaching staff and ancillary staff will be encouraged to be vigilant and report issues to the relevant teachers. Supervision will also apply to monitoring student use of ICT and mobile phones within the school

7.16 Ennistymon Community Schools seeks to involve the Student Council in contributing to a safe school environment e.g. mentoring, peer learning and other student support activities that can help to support students and encourage a culture of peer respect and support

7.17 The Schools Anti-Bullying Policy is discussed with students and all parent(s)/guardian(s) are given a copy as part of the Code of Behaviour of the school upon enrolling in Ennistymon Community School and an electronic copy is circulated at the start of each school year and upon periodic review of the Anti-Bullying Policy.

7.18 Ennistymon Community School is committed to surveying the student body to identify the extent of bullying and, in so far as is possible, the students that are affected by it.

7.19 Ennistymon Community Schools RSE and SPHE programmes will specifically address the issue of bullying with each year group each year.

7.20 Ennistymon Community School will hold a Safe Internet Awareness Day and an Anti-bullying Awareness Week to highlight the whole issue of bullying and staying safe using modern technology.

7.21 Ennistymon Community School's senior students will be encouraged to recognise bullying behaviour, bring concerns about bullying behaviour to the attention of a teacher and support vulnerable students in relation to bullying.

8. Implementation of Curricula

- New Student Induction Programme / Transition & Transfer to Post Primary Education - NCSE Student Support / School Completion Programme
- The full implementation of the SPHE and CSPE curricula and the RSE Programmes. Teachers may utilise some of the following additional resources during SPHE to prevent and tackle Bullying issues; B4Udecide & TRUST – **RSE Programmes**, Growing up Lesbian, Bisexual and Transgender, Belong To LGBTQ+ resources, On My Own Two Feet, #UP2US Antibullying Kit, Connect with Respect Garda Secondary Schools Programme.
- Continuous Professional Development for staff in delivering these programmes.
- School wide delivery of lessons on bullying from evidence based programmes, e.g. Friends For Life, Why Try and ALERT programmes.
- Religious Education Programmes which include Diversity and Multi-denominational awareness.
- Behaviour for Learning Support
- Appropriate and relevant school wide delivery of lessons from a range of resources such as FUSE Anti-Bullying Programme, Be Kind Online, #UP2US, Be Safe-Be Web wise, BeLong2, Growing up LGBT, Stand Up Week, The Trust Pack - Diversity and Interculturalism
- Delivery of the SPHE Programmes post- primary level.
- In C.S.P.E., interdependence of people at community, national and international levels is emphasised. CSPE is based on the idea of community and creating a link between the student and their role as a community member in a functioning society. It fosters a respect for human rights and a responsibility to protect those rights for each other.
- Wellbeing is encompassed through a multi-disciplinary approach in Junior Cycle and Transition Year, and to this end all subject department plans, and schemes of work incorporate reference to wellbeing, developing positive self-image, coping strategies and

positive peer interactions. This is in addition to curricular Wellbeing subjects such as CSPE, SPHE and PE. Student's experience learning for wellbeing in classrooms where teachers are aware of the indicators of wellbeing and consciously endeavour to develop these behaviours. Thinking about learning for wellbeing requires that we consider not only what students learn, but also how they learn it. Learning for wellbeing can be nurtured in all subjects and by all teachers.

- First Year English explores poetry around the experience of bullying and how it is dealt with, it builds understanding and empathy of being bullied. It also looks at the long-term consequences of bullying.
- In Senior Cycle anti-bullying and wellbeing are addressed through a variety of approaches including Career Guidance, Religion, RSE, Mentoring and Physical activity.
- There is an opportunity in all subjects to foster an attitude of respect for all, to promote the value of diversity, to address prejudice and stereotyping and to highlight the unacceptability of bullying e.g. English literature.
- In Geography/History colonisation, exploitation and dictatorships can be used to illustrate the abuse of power.
- Art, Drama, P.E., Dance and Music can be used to promote through teamwork an awareness of nature and impacts of bullying.
- Business Studies incorporates legislation and best practices regarding employment equality and unfair dismissal.
- Approaches to decreasing the likelihood of bullying for students with special educational needs include improving inclusion, focusing on developing social skills and paying attention to key moments such as the transition from Primary to Post Primary level. It also includes cultivating a good school culture, which has respect for all members of the school community, through a broadly based curriculum and Pastoral Care structures e.g. Wellbeing classes, SPHE, RSE, the Links Programme, the school line of referral system, Guidance Counsellors, Cabhair and the Chaplain.

- In 2021/22 the school registered for the FUSE Anti-Bullying and Online Safety Programme, run by UCD. This programme has a series of lesson plans and PowerPoint presentations that will be delivered by our SPHE teachers for Second and Third Year students. The following are the compulsory lessons that must be completed but there are a variety of other topics that can also be addressed through the programme:
 - Lesson 1 – Bullying & the Importance of Noticing
 - Lesson 2 – Online Bullying & the Importance of Noticing
 - Lesson 3 – Online Safety – Privacy & Sharing
 - Lesson 4 – Online Safety – Cybersecurity Awareness
- 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 students to respond appropriately.
- Delivery of programmes by other agencies.

9. Procedures for Investigation, Follow-up and Recording of Bullying Behaviour

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 students, parent(s)/guardian(s)) understand this approach from the outset. In the case of serious incidents of bullying behaviour, the implementation of appropriate and proportionate sanctions in line with the school's code of behaviour may be deemed necessary

(Refer to section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary Schools.)
Ennistymon Community 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:

9.1 Where a member of the teaching staff has a concern about a student being bullied, either as a result of a personal observation or as a result of receiving a report from a third party, s/he may investigate and deal with the matter in accordance with the procedures set out in Section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary Schools. Alternatively, the teacher may refer the matter to the Year Head, Anti-Bullying Co-Ordinator, Deputy Principal or Principal.

9.2 In investigating bullying behaviour or addressing bullying behaviour in any way, teachers are welcome to seek the assistance and support of the Deputy Principal and/or Principal or Anti-Bullying Co-ordinator at any time. Indeed, given the extent to which the Deputy Principal and Principal are privy to all kinds of personal information about students, it would be prudent to check with either of them before taking any action in relation to bullying behaviour.

9.3 Where a teacher is concerned that a particular bullying episode is causing serious upset to a student, staff member or other person, s/he should bring it to the attention of either the Deputy Principal or Principal at the earliest possible opportunity.

9.4 Ennistymon Community School reserves the right to investigate allegations of bullying (and to take disciplinary action where necessary) where bullying is perpetrated by a member of the school community and it impinges on the work or happiness of a student in the school, even where the bullying acts are committed outside of the school.

9.5 Ennistymon Community School reserves the right, in accordance with Section 6.3.5 of the Anti-Bullying Procedures for Primary and Post-Primary Schools to seek the assistance of agencies such as NEPS, Tusla and the Gardaí, where it deems such assistance is necessary to deal effectively with bullying behaviour. In any case, where the School deems bullying behaviour to be potentially abusive (see sections 6.8.12, 6.8.13 and 6.8.14 of the Anti-Bullying Procedures for Primary and Post-Primary Schools) it will consult with Tusla/Child and Family Agency to assist it in drawing up an appropriate response or to obtain advice or to make a formal child protection report to Tusla or the Gardaí (as appropriate) in accordance with the Child Protection Procedures for Primary and Post Primary Schools of the Department of Education and Skills.

(a) In investigating and dealing with bullying, the primary focus will be on resolving the interpersonal issues and restoring, as far as is practicable, the relationships of the parties involved - rather than on apportioning blame.

(b) 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.

(c) All reports of bullying, including anonymous reports, will be investigated and dealt with either by the teacher who first becomes aware of the allegations/concerns or the Year Head, Deputy or Anti-Bullying Co-ordinator

9.6 Concerns about or allegations of bullying will be investigated and addressed in accordance with Section 6.8.9 of the Anti-Bullying Procedures for Primary and Post-Primary Schools. In this regard, it is incumbent on each teacher who becomes aware of bullying behaviour either to deal with such behaviour themselves or to bring such behaviour to the attention of the Year Head, Anti-Bullying Co-ordinator, Deputy Principal or Principal at the earliest possible opportunity.

- (a)** It will be made clear to students in all years that when they report bullying behaviour they are not considered to be 'telling tales' but are behaving responsibly and that the happiness of other students is dependent on their reporting such behaviour to a teacher or to a senior student.
- (b)** All non-teaching staff such as clerical and administrative, study supervisors, special needs assistants (SNAs), caretakers, cleaners, sports coaches and those taking extracurricular activities will be encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to either a teacher or the Year Head, Deputy Principal or Principal.
- (c)** Incidents of bullying will be investigated in a calm, unemotional, problem-solving manner.
- (d)** Incidents of bullying will generally be investigated outside of the classroom situation to ensure the privacy of all involved.
- (d)** All interviews will be conducted with sensitivity and with due regard for the rights of students, irrespective of whether they are allegedly involved in bullying behaviour or are in a position to provide information about the behaviour being investigated.
- (e)** Those investigating bullying behaviour will calmly seek answers to questions of what, where, when, who and why.
- (f)** Where a group is allegedly involved in bullying behaviour, each student will be interviewed individually at first. Thereafter, where appropriate, all involved will be met as a group and, at this meeting, each member will be asked for his/her account to ensure that all are clear about what each individual is saying.
- (g)** Each member of a group will be supported through the possible pressures that s/he may face from the other members of the group after being interviewed.
- (h)** Where deemed appropriate, those being interviewed may be asked to write down their account of what happened.
- (i)** Where the teacher investigating a bullying issue determines 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 to explain the actions being taken (by reference to the Schools 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 students.

(j) Where the relevant teacher determines that a student 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 student/s being bullied.

(k) Where the School deems it necessary to impose disciplinary sanctions, it will be made clear to all involved (both the bullied and those doing the bullying and their parents) that this is a private matter between the student being disciplined, his/her parents and the School.

(l) As a follow up to a bullying issue being resolved, the relevant teacher should meet separately with the relevant parties to review progress. Subsequently, but only if the student who has been bullied is ready and agreeable, consideration should be given to meeting with both parties simultaneously, as this can have a therapeutic effect.

(m) 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, the bullying incident must be recorded by the relevant teacher in the recording template at Appendix 1.

(n) 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;
- Any feedback received from the parties involved, their parents or the School Principal or Deputy Principal.

(o) Where a parent/guardian or a student who is more than 18 years old is not satisfied that the College has dealt with a bullying case in accordance with the Anti-Bullying Procedures for Primary and Post-Primary Schools, s/he will be advised of his/her right to make an appeal to the Schools Board of Management. Such appeals shall be submitted in writing, setting out the grounds for the appeal, to the Chairperson of the Board within 15 school days of the

parent/guardian informing the Principal that s/he is of the opinion that the College has not dealt with the bullying case in accordance with the Anti-Bullying Procedures for Primary and Post- Primary Schools.

(p) Where a parent/guardian, having exercised his/her appeal to the Board of Management, is still not satisfied s/he will be advised of his/her right to make a complaint to the Ombudsman for Children.

9.7 Those involved in investigating and resolving bullying behaviour will note and report developments as follows and, in doing so, they will comply with relevant data protection legislation.

(a) The relevant teacher will use his/her professional judgement regarding the records to be kept of information received, the actions taken and any discussions with those involved with the bullying behaviour.

(b) Where the relevant teacher establishes that bullying has occurred, s/he must keep appropriate written records to assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.

(c) The relevant teacher must use the recording template at Appendix 1 to record the bullying behaviour in the following circumstances:

(i) Where s/he considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after s/he has determined that bullying behaviour occurred;

(ii) Where it is necessary to report serious bullying behaviour immediately to the Deputy Principal or Principal (refer 6.3 above) or where a relevant teacher at any time passes on concerns or allegations of bullying to the Deputy Principal or Principal (refer 6.1 above).

In each of the circumstances at (i) and (ii) above, the recording template at Appendix 1 must be completed in full and retained by the teacher in question and a copy provided to the Principal or Deputy Principal as applicable.

9.8. Restorative Practice (RP) is based on the concepts and principles of Restorative Justice. RP places relationships at the core of all problem solving. Bullying is viewed as a violation of people, property, and relationships. The practice involves getting the student who engages in

bullying to reflect upon his/her damage to the relationships involved. The student is facilitated to experience a sense of remorse through the following questioning framework;

- What happened?
- What were you thinking at the time, what have you thought about it since?
- Who has been affected and in what way?
- How could things have been done differently?
- What do you think needs to happen next?

The aim of RP is to restore a damaged relationship and address harm with both the student who is bullied and the class and/or school community. Necessary elements include the prior existence or subsequent emergence of remorse on the part of the student who engages in bullying. The student who is bullied and others must be ready to accept the apology. RP may take many forms and this allows everyone to understand the rationale for their actions. This builds trust and commitment. It involves three elements:

- Engagement – include all students who are involved in the bullying behaviour.
- Explanation – adopt a shared understanding of the situation by all involved.
- Clarity – involve all in a vision for the future.

10. Supports for Pupils Affected by Bullying

(Refer to section 6.8.15, 6.8.16, 6.8.17 of the Anti-Bullying Procedures for Primary and Post-Primary Schools.)

10.1 Ennistymon Community School will put in place a programme of supports for students who have been bullied. This programme will involve the following elements:

(a) Students who have been bullied will be:

- o offered appropriate counselling;
- o provided with opportunities to participate in activities designed to raise their self-esteem, to develop their social skills and to build their resilience.

(b) Students who have been involved in bullying behaviour will be:

- o provided with counselling to help them to learn other ways of meeting their needs without violating the rights of others;

- provided with appropriate opportunities to build their self-esteem and feelings of self-worth.

10.2 Students who observe incidents of bullying behaviour will be encouraged to discuss them with their teachers and their parents and to avail of counselling where they feel it may assist them to cope effectively with what they have experienced.

11. Supervision and Monitoring of Anti-Bullying

11.1 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.

11.2 The implementation and effectiveness of the School's anti-bullying policy will be an annual agenda item for a staff meeting – so that the concerns about the policy and/or the welfare of individual students can be shared and effectively addressed.

11.3 Data gathered through the reporting templates (Appendix 1) will be collated and analysed annually with a view to monitoring levels of bullying behaviour and identifying issues requiring attention. This analysis will complement the information gathered through the bullying surveys (refer section 5.15 above).

11.4 At least once in every school term, the Principal will provide a report to the Board of Management setting out the following:

- the overall number of bullying cases reported (by means of the bullying recording template (see Appendix 1) since the previous report to the Board;
- confirmation that all cases referred via the recording template (Appendix 1) have been or are being dealt with in accordance with the school's anti-bullying policy and the Anti-Bullying Procedures for Primary and Post-Primary Schools;
- The minutes of Board of Management meetings will record the Principal's report but in doing so will not include any identifying details of the students involved.

12. Prevention of Harassment

The Board of Management confirms that Ennistymon Community School will, in accordance with its obligations under equality legislation, take all such steps that are reasonably practicable to prevent the sexual harassment of students or staff or the harassment of students 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.

13. Adoption of Policy

This policy was originally adopted by the Board of Management

14. Dissemination of Policy

This policy will be made available to school personnel, will be 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.

15. Review of Policy

15.1 The Board of Management will undertake an annual review of the school's anti-bullying policy and its implementation in accordance with the procedures set out in Section 7.2 of the Anti-Bullying Procedures for Primary and Post-Primary Schools using the checklist included at Appendix 2 of those procedures.

15.2 The Board of Management will ensure that an action plan is put in place to address any areas for improvement identified by the annual review.

15.3 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.

15.4 Details of the review will be recorded in the minutes of the Board of Management meeting that adopted the review and a record of the review and its outcome will be made available, if requested, to the patron and the Department of Education and Skills. In the case

of the Department of Education and Skills, it is appreciated that the inspectorate will place a strong focus on the actions the School takes to create a positive school culture and to prevent and tackle bullying.

16. Next Review

The date of the next review is 1st November 25

Signed: _____

Chairperson of Board of Management

Date: _____

Signed: _____

Principal

Date: _____

17. Appendices

1. Template for recording bullying behaviour.
2. Checklist for annual review of the anti-bullying policy and its implementation.
3. Notification regarding the Board of Management's annual review of the anti-bullying policy.
4. Key Elements of a Positive School Culture & Climate
5. Unacceptable Bullying Behaviour

1. Template for recording bullying behaviour

This form should be completed by a Year-Head or Deputy Principal/Principal following an initial incident Report Form and Investigation that confirmed that an incident of Bullying occurred)

a) Name of pupil being bullied and class group:

b) Name & Class Name(s) of pupil(s) engaged in bullying behaviour: _____

c) Source of bullying concern/report (tick relevant box(es))

- Pupil concerned
- Other pupil
- Parent
- Teacher Other

d) Name of person(s) who reported the bullying concern:

e) Type of bullying behaviour (tick relevant box(es))

- Physical Aggression
- Damage to property
- Isolation/Exclusion
- Name calling
- Location of incidents (tick relevant box(es)) Playground
- Classroom
- Corridor
- Toilets School bus Other
- Cyber-bullying Intimidation Malicious gossip Other (specify)

f) Where behaviour is regarded as identity-based bullying, indicate the relevant category

- Homophobic
- Disability
- SEN

- Racist related
- Membership of Other (Specify) Traveller Community

g) Brief Description of bullying behaviour and its impact:

h) Impact of Bullying on Student(s) Concerned:

i) Details of actions taken

Signed: _____ (Teacher/Year-Head/Anti-Bullying Co-ordinator)

Date submitted to Principal/Deputy Principal _____

Date: _____

2. Checklist for Annual Review of the Anti-bullying Policy and its Implementation

The Board of Management must undertake an annual review of the school's anti-bullying policy and its implementation.

The following checklist below is 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.

- 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 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 schools 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: Jim Froberg Chairperson, Board of Management

Date: 23/10/24 (Review Date)

Signed: Mia Conry Principal

Date: 23/10/24 (Review date)

3. Notification regarding the Board of Management's annual review of the Anti-Bullying Policy

The Board of Management of Ennistymon Community School 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 _____
- 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: _____ Chairperson of Board of Management

Date: _____

Signed: _____ Principal

Date: _____

Appendix 4: Key Elements of a Positive School Culture & Climate

- 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 particular in all aspects of its functioning.
- The school has the capacity to change in response to students' needs.
- The school identifies aspects of curriculum through which positive and lasting influences can be exerted towards forming students' attitudes and values.
- The school takes particular care of "at risk" students 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 student with a range of lifeskills.
- 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.
- 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.

Appendix 5: Unacceptable Bullying Behaviours

<p>Cyber Bullying is a particularly harmful type of bullying and includes;</p>	<ul style="list-style-type: none"> ➤ <u>Denigration:</u> Spreading rumors, lies or gossip to hurt a person's reputation ➤ <u>Harassment:</u> Continually sending vicious, mean or disturbing messages to an individual ➤ <u>Impersonation:</u> Posting offensive or aggressive messages under another person's name ➤ <u>Flaming:</u> Using inflammatory or vulgar words to provoke an online fight ➤ <u>Trickery:</u> Fooling someone into sharing personal information which you then post online ➤ <u>Outing:</u> Posting or sharing confidential or compromising information or images ➤ <u>Exclusion:</u> Purposefully excluding someone from an online group ➤ <u>Cyber stalking:</u> Ongoing harassment and denigration that causes a person considerable fear for their safety including; <ul style="list-style-type: none"> Silent telephone/mobile phone call Abusive telephone/mobile phone calls Abusive text messages Abusive email Abusive communication on social networks e.g., Instagram/WhatsApp/Snapchat/Tiktok/ Twitter/You Tube or on game consoles Abusive website comments/Blogs/Pictures Abusive posts on any form of communication technology
---	--

<p>Adolescents can be particularly vulnerable to Homophobic/transgender bullying at this age.</p>	<ul style="list-style-type: none"> ➤ Spreading rumours about a person's sexual orientation ➤ Taunting a person of a different sexual orientation ➤ Slurs /Derogatory Language e.g., Gay, queer, lesbian...used in a derogatory manner ➤ Physical intimidation or attacks ➤ Threats-verbal, physical etc,
--	---

<p>This involves manipulating relationships by;</p>	<ul style="list-style-type: none"> ➤ Malicious gossip ➤ Isolation & exclusion /deliberation exclusion or sporadic inclusion/exclusion ➤ Ignoring ➤ Excluding from the group ➤ Spreading rumours ➤ Breaking Confidence ➤ Audible comments ➤ The Look designed to intimidate. ➤ Taking someone's friends away

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'

Identity Based Behaviours

<p>This involves focusing on an aspect of a person's identity.</p>	<p>5/ Identity Based Behaviours; addresses unacceptable behaviour including behaviour aimed at any of the nine discriminatory grounds mentioned in Equality Legislation i.e.</p>
---	---

<p>Student's with additional needs are vulnerable to:</p>	<ul style="list-style-type: none"> ➤ Name calling ➤ Taunting others because of their disability or learning needs ➤ Taking advantage of some students' vulnerabilities and limited capacity to recognise and defend themselves against bullying ➤ Taking advantage of some students' vulnerabilities and limited capacity to understand social situations and social cues. ➤ Mimicking a person's disability ➤ Setting others up for ridicule ➤ Membership of the Traveller Community
	<ul style="list-style-type: none"> ➤ gender including transgender, ➤ civil status, ➤ family status, ➤ sexual orientation, ➤ religion, ➤ age, ➤ disability, ➤ race

Students with Additional Educational Needs

Sexual

<p>Sexual innuendo is never acceptable.</p>	<ul style="list-style-type: none"> ➤ Unwelcome or inappropriate sexual comments or touching. ➤ Harassment. ➤ "Only Joking" excuses ➤ Passing audible sexual remarks
--	---

