



RCN No:20113285

**Dunderrow National School**

**Roll No: 169400**

Dunderrow, Kinsale, Co.Cork, P17 K504. Tel: 021 4774041 e-mail: [info@dunderrowns.ie](mailto:info@dunderrowns.ie) web: [www.dunderrowns.ie](http://www.dunderrowns.ie)  
Twitter: @DunderrowNS

Principal: Triona Hannon

Acting Deputy Principal: Leonora Horan

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## Anti- Bullying Policy

### 1. 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 Dunderrow National School has adopted the following anti-bullying policy within the framework of the school's overall code of behaviour. This policy fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools which were published in September 2013.

#### 1.1 Relationship to characteristic spirit of the school

In Dunderrow NS it is our policy to give both girls and boys equal opportunities in curricular and sporting areas. Dunderrow NS is a Catholic Primary school which strives to provide a well-ordered, caring, happy and secure atmosphere where the intellectual, physical, moral, spiritual aesthetic and cultural needs of the pupils are identified and addressed.

This we envisage occurring in an atmosphere of mutual respect where all members of the school community feel happy and secure working in a spirit of encouragement and enthusiasm while recognising and celebrating diversity.

### 2. Aims

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 positive school culture and climate which-
  - is welcoming of difference and diversity and is based on inclusivity;
  - encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
  - promotes respectful relationships across the school community;
- Effective leadership;
- A school-wide approach in raising awareness of bullying as a form of unacceptable behaviour;
- A shared understanding of what bullying is and its impact;
- Implementation of education and prevention strategies (including awareness raising measures) that-
  - build empathy, respect and resilience in pupils; and
  - explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.
- Effective supervision and monitoring of pupils;
- Supports for staff and for those affected by bullying behaviour and for those involved in bullying behaviour;
- 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. Definition of 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 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*.

Adult behaviour is dealt with in the Dignity at Work Policy.

#### 4. The 'relevant teachers' for investigating and dealing with bullying are as follows:

- Class teachers
- Support teachers
- Deputy Principal
- Principal

All members of staff are vigilant for signs of bullying. The indicators that may suggest that a pupil is being bullied include anxiety about travelling to and from school, unwillingness to go to school, and deterioration in educational performance.

### 5. Education and Prevention Strategies

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:

- Through a programme of positive action, the school promotes a positive school climate which focuses on respect for the individual and promotes an atmosphere of friendship, respect and tolerance. This is achieved through measures such as Friendship buddies and integration and reverse integration between our mainstream and special needs classes.
- The SPHE curriculum, including the Walk Tall, RSE Teaching Materials, Stay Safe, Friends for Life, Mindful Matters and WebWise programmes, is used throughout the school to support the anti bullying policy.
- Positive self-esteem is fostered among the pupils by celebrating individual differences/achievements to prevent identity-based bullying, by acknowledging and rewarding good behaviour and by providing opportunities for success.
- Pupils are helped to develop empathy by discussing feelings and by trying to put themselves in the place of others.
- The school's anti-bullying policy is discussed regularly with the pupils.
- Staff are particularly vigilant in monitoring pupils who are considered at risk of bullying/ being bullied. Non-teaching staff such as secretaries, and cleaners are encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the appropriate teaching member of staff.
- Members of the BOM are familiar with the school's policy on bullying and actively promote it on a repeated basis among staff, parents and pupils.
- Parents contribute to and support the school's policy on bullying by encouraging positive behaviour both at home and at school, by being vigilant for signs and symptoms that their child is being bullied or is bullying others, by communicating concerns to the school.

The school maintains awareness of bullying as a form of unacceptable behaviour through:

- Facilitating a common understanding among staff, pupils and parents on what bullying behaviour is through this policy which is published on the school website.

- Bullying behaviour is discussed with the children as an unacceptable form of behaviour. The topic of bullying is addressed on a regular basis in the classroom through circle time, at assembly time, during Wellbeing Week.
- Using assemblies to remind pupils of the school's anti bullying policy/acceptable behaviour
- Using both the formal and informal curriculum to emphasise that bullying is unacceptable i.e. visual arts activities, posters, drama, role play, SPHE, cooperative game, visits from the local Garda Liaison Officer. The Stay Safe Programme is repeated at regular intervals to make children aware of how to deal with bullying and to make the bully aware of his/her unacceptable behaviour.
- Encouraging children to report bullying. It is made clear to all the pupils that when they report incidents of bullying they are not telling tales but behaving responsibly.
- It is explained that pupils who report bullying are not getting others "in trouble" so much as enabling them to get out of trouble into which they may ultimately get if the bullying continues.
- Involving children to devise classroom "rules" that reminds children to be kind to each other.

The school's supervision policy places an emphasis on the prevention of bullying behaviour e.g.

- All sections of the playground are supervised at break times
- Corridors, cloakrooms, toilets are monitored
- Mobile phones are not permitted
- Other relevant policies include the Code of Behaviour, Child Safety Statement, etc.

## 6. Procedures for investigating and dealing with incidents of bullying

The immediate priority, should a bullying incident occur, is ending the bullying, (thereby protecting the person(s) being targeted) and resolving the issues and restoring the relationships involved insofar as is practicable using a "Reform, not Blame" approach. The parents of the parties involved will be contacted at an early stage to inform them of the matter and explain the actions being taken.

### Reporting Bullying Behaviour

Dunderrow NS takes particular care to provide early intervention in responding to the needs, fears or anxieties of individual members in a sensitive manner.

- If parents have concerns about their child being bullied they should inform the class teacher. If the bullying is being carried out on a pupil by someone outside the school (e.g. in a cyberbullying context), and it is having an impact in school, the relevant class teacher should be notified and he/she will discuss the matter with the Principal
- All reports of bullying, no matter how trivial and including those made anonymously, will be investigated and dealt with by class teachers. In that way pupils will gain confidence in reporting. This confidence factor is of vital importance.

### Investigation of incidents of bullying

- The 'relevant teacher' will take a calm, unemotional, problem-solving approach when dealing with incidents of bullying behaviour reported by pupils, staff or parents/guardians to seek answers to questions of **what, when, who** and **why**. This sets an example in dealing with a conflict in a non-aggressive manner. Incidents should be investigated outside the classroom situation to avoid the public humiliation of the victim or the pupil engaged in bullying behaviour.
- In any incident of bullying, the 'relevant teacher' will speak separately to the pupils involved, in an attempt to get both sides of the story. All interviews will be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved (bystanders) can also provide useful information in this way. The School, through the 'relevant teacher' reserves the right to ask any pupil to write an account of what happened, as part of an investigation. This will be a standard procedure and does not necessarily imply that a pupil is guilty of misbehaviour.
- If a group is involved each member should be interviewed individually and as a group. Thereafter, all those involved may be met as a group. If so, the group will be supported by the teacher, if necessary, through the possible pressures that they may face throughout this process.

### Dealing with incidents of bullying:

- It should be made clear to the perpetrator that this behaviour is unacceptable; try to get him or her to see the hurt caused. The 'relevant teacher' does not apportion blame but rather treats bullying behaviour as "ill-judged" behaviour that can and must be remedied. S/he emphasises that the intention is not to punish perpetrators but to talk to them, to explain how harmful and hurtful bullying is and to seek assurance that it will stop. The 'relevant teacher' is more than likely to be the class teacher but in his/her absence, the teacher on yard duty.



- If a pupil gives such an assurance but continues the bullying behaviour, such behaviour is regarded as a very grave matter. In this event,
  1. Parent(s)/guardian(s) will be contacted by the 'relevant teacher' and may be invited to a meeting with the 'relevant teacher'. They will be informed of the nature and extent of the bullying behaviour with a view to agreeing a strategy whereby an assurance to end the bullying behaviour would be honoured;
  2. The case may be referred to the Principal and the pupil may be suspended from school.
  3. The case may be referred to the Board of Management and the pupil may be expelled from the school.
- It will 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/her parents and the school. When the class moves on, the succeeding teacher should be informed of matters regarding bullying.
- If the parents do not co-operate with the teacher or the matter remains unresolved at school level, the school's Code of Behaviour will be invoked and it must then be referred to the Board of Management. In the event of a more serious offence, the school's Inspector must also be notified.
- Once the bullying of the child has ceased, the teacher should check with the child on a regular basis that no further difficulties have arisen.
- Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents must be referred, as appropriate, to the school's Complaints Procedures;
- 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.

## Recording incidents of bullying

- 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 record the bullying behaviour in the standardised recording template at Appendix 1 (and a copy provided to the Principal or Deputy Principal as applicable) in the following circumstance:
  - 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;
  - b. The bullying behaviour is repeated over time and warrants a meeting with the child's parents.
- In accordance with Circular 045/2013, the Principal will provide a report at least once a term detailing the overall number of bullying cases reported (by means of the bullying recording template in Appendix 1) to the Principal or Deputy Principal since the previous report to the Board and confirming that all of these cases 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.

## 7. Programme of Support for working with pupils affected by bullying

In consultation with the pupil and his/her parents, the school provides a programme of support for working with pupils affected by bullying which may include:

- Individual discussion with the 'relevant teacher'
- Individual 'time-out' from class to complete activities of the pupil's choice (e.g. art, music, ICT)
- Small group work with friends in the SET room setting
- Use of circle time by the class teacher to address issues
- Situational drama, social or pictorial stories in a class or group setting
- Focused workshop for the whole class

In the case of children for whom bullying is having a serious impact which cannot be dealt with satisfactorily in school, consultation will be made with the National Education Psychological Service (NEPS) as to whether formal referral to an outside, specialist agency (e.g. CAMHS) may be necessary in order to support the pupil concerned.

The school will also offer support for pupils who are bullying others, following consultation with parent/s. The options outlined above will be made available in such cases.

The Principal will also make arrangements for support for parents who need help in this area (for example, organisation of an Information Evening for Parents; lists of specialist agencies to whom referrals could be made etc.)

## 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 an ethnic grouping or of the Traveller community.

10. This policy was adopted by the Board of Management on 4/6/24

11. This policy has been made available to school personnel and published on the school. 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 (Appendix 2). Written notification that the review (Appendix 3) has been completed will be made available to school personnel and published on the school website. The review and its outcome will be made available, if requested, to the patron and the Department.

Signed:

Pat O' Leary

Pat O' Leary

Chairperson,  
Board of Management

Date: 4/6/24

Signed:

Triona Hannon

Triona Hannon

Principal

Date: 4/6/24

Date of next review: as required following any new Bí Cinéalta procedure updates

## Appendix 1: Template for recording bullying behaviour

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

Name \_\_\_\_\_ Class \_\_\_\_\_

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


### 3. Source of bullying concern/report (tick relevant box(es))\*

Pupil concerned	
Other Pupil	
Parent	
Teacher	
Other	

### 4. Location of incidents (tick relevant box(es))\*

Playground	
Classroom	
Corridor	
Toilets	
School Bus	
Other	

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

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### 6. Type of Bullying Behaviour (tick relevant box(es)) \*

Physical Aggression		Cyber-bullying	
Damage to Property		Intimidation	
Isolation/Exclusion		Malicious Gossip	
Name Calling		Other (specify)	

### 7. Where behaviour is regarded as identity-based bullying, indicate the relevant category:

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)

### 8. Brief Description of bullying behaviour and its impact

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### 9. Details of actions taken

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Signed \_\_\_\_\_ (Relevant Teacher) Date \_\_\_\_\_

Date submitted to Principal/Deputy Principal \_\_\_\_\_

\* **Note:** The categories listed in the tables 3, 4 & 6 are suggested and schools may add to or amend these to suit their own circumstances.

## Appendix 2: Checklist for annual review of the anti-bullying policy and its implementation

The Board of Management (the Board) must undertake an annual review of the school's anti-bullying policy and its implementation. The following checklist must be used for this purpose. The checklist is an aid to conducting this review and is not intended as an exhaustive list. In order to complete the checklist, an examination and review involving both quantitative and qualitative analysis, as appropriate across the various elements of the implementation of the school's anti-bullying policy will be required.

	Yes /No
Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the <i>Anti-Bullying Procedures for Primary and Post-Primary Schools</i> ?	Y
Has the Board published the policy on the school website and provided a copy to the parents' association?	Y
Has the Board ensured that the policy has been made available to school staff (including new staff)?	Y
Is the Board satisfied that school staff is 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?	Y
Has the Board ensured that the policy has been adequately communicated to all pupils?	Y
Has the policy documented the prevention and education strategies that the school applies?	Y
Have all of the prevention and education strategies been implemented?	Y
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	Y
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	Y
Has the Board received and minuted the periodic summary reports of the Principal?	Y
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?	Y
Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	N
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	N
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	N
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?	Y
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	N
Has the Board put in place an action plan to address any areas for improvement?	N

Signed

*Pat O Leary*

Date 04/06/24

Chairperson, Board of Management

Signed

*Triona Hannon*

Date 04/06/24


Principal

### **Appendix 3: Notification regarding the Board of Management's annual review of the anti-bullying policy**

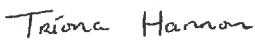
To: Members of our School Community

The Board of Management of Dunderrow NS wishes to inform you that:

- o The Board of Management's annual review of the school's anti-bullying policy and its implementation was completed at the Board meeting of 04/06/24
- o 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 (contained in Appendix 2 of this policy)*

Signed   
Chairperson, Board of Management

Date 04/06/24

Signed   
Principal

Date 04/06/24