

Anti Bullying Policy

Portumna Community School



2022 – 2023

Introduction

Portumna Community School seeks to promote the full development of each individual and therefore rejects bullying as an attack on the dignity of the person which can undermine development and growth, both that of the person who suffers bullying and the perpetrator. Every person in Portumna Community School has the right to enjoy her/his learning and leisure free from bullying.

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 Portumna 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.

Scope

This policy applies to the school student community in their relationships. Given the commitment of Portumna Community School to the highest standard of education we recognize that a stable, secure learning environment is necessary and that bullying undermines the quality of education and results in harm to the person; therefore bullying will be positively and firmly addressed.

The entire school community has co-developed this policy in the belief that the resulting solidarity will be the best way to ensure the policy is implemented.

Relationship to Mission and Ethos

The Mission Statement of the school states that the school will seek to develop the potential of the students in their social, physical, intellectual and spiritual development. Such development demands that students be supported appropriately, challenged effectively and learn to respect the differences between them. The revised code of conduct accepts the equality of students and the need for a variety of responses to situations that may arise from time to time. This anti bullying policy seeks to provide students with a secure foundation so that their potential may be realised.

In keeping with the Circular letter 45/2013 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;
- 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;
- 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.

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*.

Reporting

The relevant teacher(s) for investigating and dealing with bullying is (are) as follows:

Students are encouraged to report any concern in relation to bullying to:

- Subject Teacher
- Chaplain
- Guidance Counsellor
- Year Head
- Principal
- Deputy Principal
- or a member of staff they are comfortable telling.

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 (see Section 6.5 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*)

Procedures for investigation

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 (see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*)

Programme of Support

The school's programme of support for working with pupils affected by bullying is as follows (see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

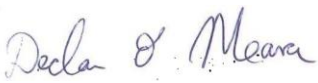
3. Supervision and Monitoring of Pupils

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.

4. 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.

5. This policy was adopted by the Board of Management on 22.8.22
6. This policy has been made available to school personnel, published on the school website (or where none exists, is otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A copy of this policy will be made available to the Department and the patron if requested.
7. 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 (or where none exists, be otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: 
(Chairperson of Board of Management)

Date: 22.8.22

Date of next review: Annually

Signed: 
(Principal)

Date: 22.8.22

Appendix 1: PCS Approach

	Year Group						Term 1	Term 2	Term 3
	1st	2nd	3rd	4th	5th	6th			
Awareness	✓				✓		First Year Induction and Orientation		
					✓		Cairde Mentor Groups		
	✓	✓	✓	✓	✓	✓	Year Assemblies Ladder of Referral	Year Assemblies Ladder of Referral	Year Assemblies Ladder of Referral
	✓	✓	✓	✓	✓	✓			
	✓						Chaplain Meeting with all First years		
	✓	✓	✓	✓			SPHE/Life Skills Classes	SPHE/Life Skills Classes	SPHE/Life Skills Classes
	✓				✓				<i>Empathy Award</i>
Initiatives	✓	✓	✓	✓	✓	✓		Fuse AB Programme	
	✓						Restorative Practice		
	✓	✓	✓	✓	✓	✓		Webwise Internet Safety Week	
	✓	✓	✓	✓	✓	✓		Pal-Entienes AB Week	
	✓	✓	✓	✓	✓	✓	AB Survey	AB Survey	AB Survey
	✓			✓		✓	Bonding Days		Bonding Days
					✓		Cairde Training		
	✓		✓	✓		✓	Retreats		
	✓	✓	✓	✓	✓	✓	Student Council Training		

Sanctions:

Appendix 2: AB Recording Template

1. Name of pupil being bullied and class group

Name _____ Class _____

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

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3. Source of bullying concern/report

Pupil concerned	
Other Pupil	
Parent	
Teacher	
Other	

4. Location of incidents

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 _____

Appendix 3: 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> ?	
Has the Board published the policy on the school website and provided a copy to the parents' association?	
Has the Board ensured that the policy has been made available to school staff (including new staff)?	
Is the Board satisfied that school staff are sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day to day work?	
Has the Board ensured that the policy has been adequately communicated to all pupils?	
Has the policy documented the prevention and education strategies that the school applies?	
Have all of the prevention and education strategies been implemented?	
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	
Has the Board received and minuted the periodic summary reports of the Principal?	
Has the Board discussed how well the school is handling all reports of bullying including those addressed at an early stage and not therefore included in the Principal's periodic report to the Board?	
Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	
Has the data available from cases reported to the Principal (by the bullying recording template) been analysed to identify any issues, trends or patterns in bullying behaviour?	
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	
Has the Board put in place an action plan to address any areas for improvement?	

Signed _____


Date _____

Chairperson, Board of Management

Signed _____

Date _____

Principal



Thinking • Modelling • Asking

Growing Empathy & Accountability

Restorative Questions

Q1. What happened?

Q2. What were you thinking/feeling at the time?

Q3. What are you thinking/feeling now?

Q4. Who has been affected/harmed and in what way?

Q5. What could have been done differently?

Q6. What do you think needs to happen next to move forward?

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