

Section 1: Introduction:

In accordance with the requirements of the Education (Welfare) Act 2000 and the Code of Behaviour guidelines issued by the NEWB, Management of Lucan Community National School has adopted the following anti-bullying policy within the framework of the school's overall Code of Behaviour and Discipline. This policy fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools, which were published in September 2013.

Section 2: Rationale

Management of Lucan Community National School recognise 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 following key principles of best practice in preventing and tackling bullying behaviour. Lucan CNS is committed to:

A positive school climate: Such a culture is intrinsic to the ethos of Lucan CNS and is achieved by:

- welcoming difference and diversity, based on inclusivity, integration and innovation;
- encouraging and facilitating pupils in disclosing and discussing incidents of bullying behaviour in a non-threatening environment;
- promoting respectful relationships across the whole-school community

A positive school culture is only achieved when there is

- Effective leadership evident throughout the school.
- School policy is implemented as a whole-school approach
- There is a shared understanding of what bullying is and its impact among all stakeholders

Education of bullying and prevention strategies are implemented in a whole-school approach, with a view to preventing bullying. Prevention strategies and awareness raising among all stakeholders aim to:

- 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.

In ensuring that the policy is effectively monitored and implemented, the following is administered:

- Effective supervision and monitoring of pupils at all times
- 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.

Section 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
- 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.

Other types of bullying behaviour that can occur amongst pupils are:

- Physical aggression
- Intimidation
- Isolation/exclusion and other relational bullying
- Cyber-bullying
- Name Calling
- Damage to property
- Extortion

Appendix 1 of this policy sets out the definition of these bullying types.

Every member of the school community of Lucan CNS has a role to play in the prevention of bullying. Central to this responsibility is the understanding of bullying and recognition of the impact of such on those engaging in bullying behaviour and those who are bullied. (*Appendix 2*). In ensuring holistic education for all, we believe that there are no innocent bystanders and that everyone has a duty to stand up and speak out against bullying.

Section 4: Relevant Teacher(s)

In Lucan CNS all teachers, post holders, deputy principal and the principal have a duty to investigate, record, monitor and deal with bullying incidents. The relevant teacher in relation to dealing with incidents of bullying in the first incident is the class teacher. Incidents of bullying should always be recorded, using a specific reporting template (*Appendix 3*), dealt with and brought to the attention of the Principal or in her absence the Deputy Principal.

Section 5: Procedures

The education and prevention strategies outlined in this section (including strategies specifically aimed at cyber- bullying and identity-based bullying including homophobic and transphobic bullying) focus on key aspects of best practice in Lucan CNS and how these practices are developed among the school community of Lucan CNS. They are as follows:

1) Enhancing a positive school culture and climate

The staff and management of Lucan Community National School are committed to enhancing a positive school culture and climate, which acknowledges and respects everyone's right to enjoy and learn in a nurturing and safe school environment. The school acknowledges the uniqueness of each individual and his/her worth as a human being. As a school community we promote positive habits of self-respect, self-discipline and responsibility among our members. We believe that vulgar, offensive, sectarian or other aggressive behaviour or language by any member of the school community is unacceptable.

Lucan CNS has a clear commitment to promoting equality in general and gender equality in particular in all aspects of its functioning. The school identifies aspects of the curriculum through which positive and lasting influences can be exerted towards forming pupils' attitudes and values.

The school takes particular care of 'at risk' pupils and uses its monitoring system to facilitate early intervention where necessary. The school tries at all times to respond to the needs, fears or anxieties of individual members in a sensitive manner. Our

school recognises the need to work in partnership with parents and to keep them informed of procedures to improve relationships on a school wide basis. The school recognises parents as the primary educators of their children and acknowledges the vital role they can play in equipping their children with a range of positive life skills which can assist in the prevention of bullying in society.

The school promotes habits of mutual respect, courtesy and good manners in order to develop an awareness of the interdependence of people in groups and communities. Lucan CNS promotes qualities of social responsibility, tolerance and understanding among all its members, both in school and out of school. As a staff we share a collegiate responsibility, under the direction of the principal, to act in preventing bullying / racism / aggressive behaviour by any member of the school community.

2) Celebrating Inclusivity and Integration

Lucan CNS is committed to developing an atmosphere which fosters and promotes “Love and Respect” for all members of our school community. As a school we are very proud of our diverse and school community. We believe that difference, as well as similarities, is something to be celebrated and which enriches the school community. In ensuring that this is lived and developed among our entire school community, the ethos of Lucan CNS is underpinned by Partnership between staff, parents and children.

Practices:

3) Goodness Me, Goodness You (GMGY):

Staff and parents are encouraged to discover and examine shared experiences daily, through the use of our Goodness Me, Goodness You (GMGY) programme. Open/inter-belief dialogue space is provided for parents and facilitated by the school, whereby space is given for reflection on their own and others beliefs, with a view to ensuring understanding of the language children are learning and using in school, empathy, acceptance and tolerance are embedded among our school community.

4) Celebrating Dialogue:

In ensuring that positive, community relations is highlighted for our school community, an opening and closing ceremony is held every year in Lucan CNS. The aim of both ceremonies is celebration with a focus on bringing together all faith/belief leaders in the school community. Taking the time to reflect on the importance of unity among our pupils, staff and parents in making our educational journey successful is marked at the start of the year, with a blessing from all faith communities. Equally important is celebrating the achievements of a community working together and the benefits of such for the entire school community. This is witnessed in our closing ceremony, with a focus on unity, inclusivity, diversity and gratitude. Both ceremonies are followed by a cultural celebration, which marks the cultural diversity among our school population.

5) Restorative Practice (RP):

Communication with parents in the form of Parent Information/Training evenings are facilitated by the principal and staff of Lucan CNS at the beginning of every academic year. Restorative Practice (*Appendix 4*) Training for parents is essential in ensuring links are strengthened between practices in school and at home. A focus on the language used with our children and the rationale behind this practice is key in ensuring a positive school culture and climate.

In Lucan CNS we strive at all times to promote the value of diversity to address issues of prejudice and stereotyping and to highlight the unacceptability of bullying behaviour. We believe in the importance of fostering and enhancing the self-esteem of all our pupils through both curricular and extra-curricular activities. We strive at all times to provide pupils with opportunities to develop a positive sense of worth through formal and informal interactions.

6) Staff CPD:

The school management believes that education of all members of our school community is an integral component in developing strategies for preventing bullying in our school. We are committed to providing whole staff continuous professional development on bullying to ensure that all staff develops an awareness of what bullying is and how it impacts on pupils' lives. Training for all staff in Restorative Practice (RP) is provided each year, ensuring a whole-school approach to RP. As part of our annual audit to assess the professional development needs of our staff, we will assess staff requirements in relation to anti-bullying and prevention strategies. The needs of the staff will be met from either in-house expertise or external sources. We believe that prevention and intervention go hand in hand. As a staff we believe that in order for prevention strategies to be truly effective they must involve all members of the school community, thus, providing training and raising awareness on all aspects of bullying, will include pupils, parents/guardians and the wider school community.

7) Supervision and monitoring

A major aspect of prevention in our school is ensuring that there is adequate supervision and monitoring of classrooms, corridors, school grounds, school tours and extra-curricular activities. Non-teaching and ancillary staff are also encouraged to be vigilant and report issues to relevant teachers. All staff members will also closely monitor students' use of communication technology within the school.

8) The voice of the child

In our school we believe that every child has a voice and that each child's voice should be valued and respected. Our school is currently in the process of developing several student bodies consisting of staff, parent and students. They include the *Creative Community Committee* and *Active School Committee*. These bodies are responsible for the organisation and planning of school initiatives, which brings the whole school community together.

9) Mental Health Programme: Zippy's Friends:

As a school we encourage pupils to report incidents of bullying which have happened to themselves or to others. We believe that there are no innocent by-standers. As a staff we try to instill a sense of confidence in our pupils to report incidents of bullying and to understand that by doing so they are acting responsibly. We try to ensure that pupils know who to tell and how to tell.

As a junior school, with Junior Infants to second class, the focus is on establishing prevention strategies. At this age, children are unaware of the term "Bullying" per se. They have a deeper understanding of:

- Fairness/justice
- Feelings of hurt, frustrations, confusion, anger, happiness, joy, contentment.

They have the capacity to understand and demonstrate:

- Fairness/justice
- Rules in relation to reporting/telling the teacher how they are feeling and why.
- Learning Communication strategies: How they resolve conflict with their peers and/or report to teachers is essential in resolving any conflict.

The Communications structure, linked with our Code of Behaviour, taught in Lucan CNS to all children follows these five principals:

1. Tell someone you trust
2. Say how you are feelings
3. Why you are feeling so (What happened?)
4. Say it in another way so as to ensure you are understood.
5. Respect others. (Name calling, putting someone else down in this process is not allowed).

Initiatives focusing on child's mental health, forming friendships, communication strategies for talking about feelings and hurtful or bullying-link incidents, solution focused approach equipping children with skills in negotiating when conflicts arise is taught to all first and second classes through the HSE Zippy's Friends Programme.

Children in Lucan CNS are taught and encouraged to

- Look out for /after each other collectively.
- Help children who are having difficulty
- Be responsible in ensuring that mean/bad mannered behaviour in the yard is reported to the teacher on duty.
- Find solutions collectively to ensure their classroom/yard-time experience is a happy and safe one.

Children are reminded of our school ethos/phrase daily by teachers before they go out to yard, in one simple sentence: We are about *Love and Respect*.

10) Restorative Practice classroom practices:

As part of the Restorative Practice initiative in the school, a focus on identifying and being aware of ones own emotions is developed and given importance throughout the school day in the following ways:

- Check-ins: Using thumbs check in each morning with the children, identifying nay child that may struggle that day for the teacher. All staff meetings start with a check in at the beginning, where we may talk about any struggles we are having and we all give advice to help him/her. Our meetings end with a check out also.
- Feelingometers are displayed in every classroom, where children rate their feelings before and after lunch.
- Circle time check ins after lunch are done where children talk about incidents that made lunchtime enjoyable and those that didn't and how they as a unit would ensure lunchtime happier in future.

In addition to the above, the SPHE curriculum is taught to all class levels. CPD for staff is provided in delivering these programmes.

Links to other policies

This anti-bullying policy is also linked to:

- The school's Code of Behaviour
- The Child Protection Policy
- The Acceptable Use Policy
- The RSE Policy

Section 6: 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). In our school we recognise that children are learning how to relate to one another in a respectful manner. Our aim is to help the children in our school to develop these skills and to become good citizens.

The school seeks at all times to have a fair and consistent approach to investigating and dealing with bullying. Every effort will be made to ensure that all parties involved understand this approach from the outset.

Section 7: Approach to dealing with an allegation of Bullying

The school's programme of support for working with pupils affected by bullying is consistent and clear. The framework for Lucan CNS encompasses intervention strategies as part of the overall plan.

When dealing with an allegation of bullying, the following procedures are followed:

- A pupil or parent may bring a bullying concern to their class teacher. (The school grievance policy procedures are to be followed regarding reporting).
- Individual teachers must take note of the report using the reporting template (*Appendix 3*).
- The class teacher is the 'relevant teacher' – the teacher responsible for investigating the allegation.

Lucan Community National School works under the premise of Restorative Practice. This approach guides the process of Investigation, ensures an established evidence-based intervention strategy is implemented, ensuring the child's voice (both recipient and transgressor are given due process in terms of the "Voice of the Child" being heard. The following process ensures the following:

- All parties are given equal voice
- No blame is directed towards any particular child
- A solution-focused approach directs all dialogue: A consensus is ensured when decisions have to be agreed
- Creative Dialogue is encouraged when differences arise.
- Relationships are restored.

Given the complexity of bullying behaviour, it is generally acknowledged that no one intervention works in all situations. International and national research also continues to evolve in this area and the effectiveness of particular approaches continues to be reviewed. Lucan CNS prides itself in ensuring that all policy and practice in our school reflects evidence-based practice and will continue to mirror best international and national policy in this regard.

In investigating an allegation of bullying and in keeping with the guidelines as set out in the Anti-Bullying Procedures of Primary and Post-Primary Schools, 2013, it is recognised that:

- The relevant teacher will exercise his/her professional judgment to determine whether bullying has occurred and how best the situation might be resolved.

In the formation of this policy, it is important to stress that in our current developing context the following procedures outlined in Appendix 11 are not yet relevant. These procedures refer to bullying allegations regarding:

- Physical Aggression
- Intimidation
- Isolation/exclusion and other relational bullying
- Cyber-bullying

- Damage to Property
- Extortion

In these cases as outlined above and in Appendix 1, Guidelines in section 6.8.9 of the Anti Bullying Strategy as set out by the Department of Education will be followed. This is outlined in *Appendix 5* of this policy.

In light of Lucan Community National School's status as a new developing school, these procedures will also be viewed annually. However, at the core of our prevention strategies, Lucan CNS abides by recommendations of the *Action Plan on Bullying (2013)* report (*Appendix 6*), published by the Department of Education. The core elements in our strategies provide for :

- A positive school culture and climate;
- School-wide approach;
- Effective Leadership;
- A shared understanding of what bullying is and its impact;
- Anti-bullying policies;
- Consistent recording of reported bullying behaviour;
- Education and Training;
- Prevention strategies including awareness raising;
- Established evidence-based intervention strategies.

Bullying as part of a continuum of Behaviour:

It is also important to note that bullying behaviour can be part of a continuum of behaviour rather than a stand-alone issue and in some cases behaviour may escalate beyond that which can be described as bullying to serious physical or sexual assault or harassment. To ensure that any such cases are dealt with appropriately, the school's policy provides for appropriate linkages with the overall code of behaviour and provides for referral to be made to relevant external agencies and authorities where appropriate. In cases where a school has serious concerns in relation to managing the behaviour of a pupil, the advice of the National Education Psychological Service

(NEPS) should be sought. *Appendix 7* outlines guidelines for such a continuum.

Section 8: Supervision and Monitoring of Pupils

Management of Lucan Community National School 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.

Section 9: Prevention of Harassment

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.

Section 10: Oversight

11) Reporting:

At least once in every school term, the Principal provides a report to school Manager setting out:

- The overall number of bullying cases reported (using template outlined in Appendix 3) since the previous report to the school manager..
- Confirmation that all cases reported 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 Management meetings aforementioned must record the above but in doing so must not include any identifying details of the pupils involved.

12) Annual Review by the Board of Management

The Management, under school manager, of Lucan CNS must undertake an annual review of the school's anti-bullying policy and its implementation by the school.

A standardised checklist to be used in undertaking the review is included in *Appendix 8* to these procedures. It should be noted that 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. The school must put in place an action plan to address any areas for improvement identified by the review.

Written notification that the review has been completed will be made available to school personnel, published on the school website and provided to the Parent-Teacher Partnership on the school website also. A standardised notification, will be used for this purpose and is included in *Appendix 9*. A record of the review and its outcome is made available, if requested, to the incoming patron body and the Department.

This policy was adopted by the Management of Lucan Community National School on _____ [date].

This policy has been made available to school personnel, published on the school website and sent to every family in the school. A copy of this policy will be made available to the Department and the patron if requested.

Signed: _____ (School Manager)

Date: _____

Date of next review: _____

Signed: _____ (Principal)

Date: _____

Appendix 1: Types of bullying

The following are some of the types of bullying behaviour that can occur amongst pupils:

- **Physical aggression:** This behaviour includes pushing, shoving, punching, kicking, poking and tripping people. It may also take the form of severe physical assault. While pupils often engage in ‘mess fights’, they can sometimes be used as a disguise for physical harassment or inflicting pain.
- **Intimidation:** Some bullying behaviour takes the form of intimidation: it may be based on the use of very aggressive body language with the voice being used as a weapon. Particularly upsetting can be a facial expression which conveys aggression and/or dislike.
- **Isolation/exclusion and other relational bullying:** This occurs where a certain person is deliberately isolated, excluded or ignored by some or all of the class group. This practice is usually initiated by the person engaged in bullying behaviour and can be difficult to detect. It may be accompanied by writing insulting remarks about the pupil in public places, by passing around notes about or drawings of the pupil or by whispering insults about them loud enough to be heard. Relational bullying occurs when a person’s attempts to socialise and form relationships with peers are repeatedly rejected or undermined. One of the most common forms includes control: “Do this or I won’t be your friend anymore”(implied or stated); a group ganging up against one person (girl or boy); non-verbal gesturing; malicious gossip; spreading rumours about a person or giving them the “silent treatment”.
- **Cyber-bullying:** This type of bullying is increasingly common and is continuously evolving. It is bullying carried out through the use of information and communication technologies such as text, social network sites, e-mail, instant messaging (IM), apps, gaming sites, chat-rooms and other online

technologies. Being the target of inappropriate or hurtful messages is the most common form of online bullying. As cyber-bullying uses technology to perpetrate bullying behaviour and does not require face to face contact, cyber-bullying can occur at any time (day or night). Many forms of bullying can be facilitated through cyber-bullying. For example, a target may be sent homophobic text messages or pictures may be posted with negative comments about a person's sexuality, appearance etc.

- **Name calling**: Persistent name-calling directed at the same individual(s) which hurts, insults or humiliates should be regarded as a form of bullying behaviour. Often name-calling of this type refers to physical appearance, e.g., size or clothes worn. Accent or distinctive voice characteristics may attract negative attention. Academic ability can also provoke name calling. This tends to operate at two extremes. There are those who are singled out for attention because they are perceived to be weak academically. At the other extreme there are those who, because they are perceived as high achievers, are also targeted.
- **Damage to property**: Personal property can be the focus of attention for bullying behaviour. This may result in damage to clothing, mobile phone or other devices, school books and other learning material or interference with a pupil's locker or bicycle. The contents of school bags and pencil cases may be scattered on the floor. Items of personal property may be defaced, broken, stolen or hidden.
- **Extortion**: Demands for money may be made, often accompanied by threats (sometimes carried out in the event of the targeted pupil not delivering on the demand). A pupil may also be forced into theft of property for delivery to another who is engaged in bullying behaviour.

Appendix 2: Impact and indicators of bullying behaviour

Impacts of bullying behaviour:

- Pupils who are being bullied may develop feelings of insecurity, humiliation and extreme anxiety and thus may become more vulnerable. Self-confidence may be damaged with a consequent lowering of self-esteem. While they may not talk about what is happening to them, their suffering is indicated through changes in mood and behaviour. Extreme cases of bullying may result in suicide. It is, therefore, essential to be alert to changes in behaviour as early intervention can be very effective.
- Pupils who witness bullying may also be affected and may suffer in similar ways to those who are bullied. For example, pupils who witness identity-based bullying and share that identity can experience anxiety and feel under threat themselves. Pupils can also feel guilt or distress at not being able to help the person being bullied.
- There are also consequences for individuals who engage in bullying behaviour. Pupils who become involved in such behaviour can be at higher risk of depression. Other possible long-term consequences may include an increased risk of developing an anti-social personality, anxiety disorders, a likelihood of substance abuse and law-breaking behaviour in adulthood and decreased educational and occupational attainment.

Indicators of bullying behaviour

The following signs and symptoms may suggest that a pupil is being bullied:

- 1) Anxiety about travelling to and from school e.g. requesting parents to drive or collect him/her, changing travel routes, avoiding regular times for travelling to and from school;

- 2) Unwillingness to go to school, refusal to attend, truancy;
- 3) Deterioration in educational performance, loss of concentration and loss of enthusiasm and interest in school;
- 4) Pattern of physical illnesses e.g. headaches, stomach aches;
- 5) Unexplained changes either in mood or behaviour which may be particularly noticeable before returning to school after weekends or more especially after longer school holidays;

Appendix 3: 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))

3. Source of bullying concern/report (tick relevant box(es))*		4. Location of incidents (tick relevant box(es))*	
Pupil concerned		Playground	
Other Pupil		Classroom	
Parent		Corridor	
Teacher		Toilets	
Other		School Bus	
		Other	

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

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Appendix 4: Restorative Practice:

All staff of Lucan Community National school are trained practitioners of Restorative Practice. Each staff member is committed to being restorative in all they do. That means that they use restorative approaches to build relationships and prevent conflict, and to deal with conflict in a healthy manner when it occurs.

RP Practitioners:

Being an RP Practitioner means having values that include respect for other, empathy, fairness, personal accountability and honesty. RP Practitioners take a collaborative approach to problem-solving and actively strive to be solution focused in their lives and work.

Anyone can be restorative, and we can be restorative in any context or setting, and at any level of conflict, from minor disagreements or tensions, to serious harm and hurt.

Why is this different to what is already happening?

The restorative approach gives everyone in the group an equal voice. Everyone has an opportunity to have their say and to be heard.

How are they run?

The use of restorative circles is key to a successful community meeting. These circles are facilitated in a way that allows everyone to have their say. Consensus is encouraged when decisions have to be agreed and creative dialogue is encouraged when differences arise.

What are the benefits of restorative practices?

At its most basic, restorative practices improve the quality of relationships we have. Using this approach can both avoid and minimise conflict, and help us to manage it better when it does arise.

More specifically, restorative practices have been found to reduce school exclusions, improve staff sickness rates, reduce tensions in the work place, and give people greater confidence in managing difficult situations.

People who have participated in restorative practice training and are using it as a way

of working, report that their work is easier, more enjoyable and more effective. The skills and tools help to separate emotions from the situation, focusing instead on solutions. Parents report better relationships with their children, residents report better relationships with their neighbours and young people report increased confidence and better relationships with their teachers, their families, their friends and their peers.

What do I need to do to use restorative practice?

Many people use restorative approaches in their work already without naming them that. The restorative practice tools and approaches can be easily incorporated into existing practice with the most common change being a shift from asking “why?” to “what happened?” whenever difficulties arise.

Who uses restorative practice?

Anyone can use restorative practice. It can help parents and those caring for children of any age, and indeed, young people themselves can readily learn the skills to become restorative. Teachers and youth workers use restorative practice, as do police, and others in the criminal justice system, right through to judges and prison officers. We can use these approaches with our neighbours, our family, the people we work with, and those we work for.

Why is restorative practice important for young people?

Restorative practice is important for young people because it shows us that not everything is one sided and it gives young people a “say” in the outcome of a situation.

Restorative practice shows young people how to respect each other and should there be a problem, it shows them that there are other ways of dealing with it.

The Impact of Restorative Practice in the Classroom:

Effective use of Restorative Practices in schools maximises the potential of the whole-school community. It facilitates meaningful change in teaching and learning; everything is more possible as the emotional climate of the school is one of connection where reflection and a solution-focused approach is embedded. Teachers

are better able to teach, students perform better and the emotional climate of the school improves. The practices themselves can be adapted to support pedagogy and ensure the development of skills and competences necessary for today's world.

Strategies in the Classroom:

The children develop their emotions at daily 'feeling check-ins', so find it easier to express themselves. We also endeavour to hold any meetings with staff or parents in using a restorative approach which greatly improves the building of relationships between all parties.

Appendix 5: Procedures for investigating and dealing with bullying

Lucan Community National School procedures are consistent with the following:

- The primary aim for the relevant teacher 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)
- 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
- All reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher. In that way pupils will gain confidence in ‘telling’. This confidence factor is 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
- Non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners must be encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher
- Parents 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;
- It is very important that all involved (including each set of pupils and parents) understand the above approach from the outset
- Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents

- Incidents are generally best investigated outside the classroom situation to ensure the privacy of all involved
- All interviews should 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
- When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why. This should 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 should be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member should 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 they may face from the other members of the group after interview by the teacher
- It may also be appropriate or helpful to ask 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 of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school 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 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;
- It must 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 or her parents and the school
- Follow-up meetings with the relevant parties involved should 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. This can have a therapeutic effect
- In cases 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, it must be recorded by the relevant teacher in the recording template at **Appendix 3**
- 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:
 1. Whether the bullying behaviour has ceased;
 2. Whether any issues between the parties have been resolved as far as is practicable;
 3. Whether the relationships between the parties have been restored as far as is practicable; and
 4. Any feedback received from the parties involved, their parents or the school Principal or Deputy Principal;

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.

Appendix 7: Continuum of Behaviour

In relation to bullying in schools, *Children First National Guidance for the Protection and Welfare of Children 2011 (Children First)* and the *Child Protection Procedures for Primary and Post-Primary Schools* provide that in situations where

“the incident is serious and where the behaviour is regarded as potentially abusive, the school must consult the HSE Children and Family Social Services with a view to drawing up an appropriate response, such as a management plan”.

Serious instances of bullying behaviour should, in accordance with the Children First and *the Child Protection Procedures for Primary and Post-Primary Schools*, be referred to the HSE Children and Family Services and/or Gardaí as appropriate.

The *Child Protection Procedures for Primary and Post-Primary Schools* also provide that where school personnel have concerns about a child but are not sure whether to report the matter to the HSE, the Designated Liaison Person (The Principal of Lucan CNS) will seek advice from the HSE Children and Family Social Services.

Appendix 8: Checklist for annual review of the anti-bullying policy and its implementation

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 <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?	

9. Details of actions taken

Signed: _____ (Relevant Teacher)

Date: _____

Date submitted to Principal/Deputy Principal: _____