



ABACAS Kilbarrack Special School

Anti-Bullying Policy

“**The Board**” refers to the Board of Management of ABACAS Kilbarrack.

“**The school**” refers to ABACAS Kilbarrack, Greendale Road, Kilbarrack.

“**The Parent(s)**” refers to the Parent(s), Guardian(s), Foster-Parents and/or Carers of the student attending or applying to ABACAS Kilbarrack.

“**The DES**” refers to the Department of Education and Skills.

“**Department Circulars**” refers to circular letters for all schools issued from time to time by the DES and available at www.education.ie

The use of term “days” implies calendar days unless otherwise state

Ratified by Board of Management – January 25th 2024

Policy Review – January 2026



1. In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB, the Board of Management of ABACAS Kilbarrack School has adopted the following anti-bullying policy within the framework of the school's overall code of behaviour. This policy fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools which were published in September 2013.
2. The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:
 - a 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, homophobic and transphobic bullying.
 - effective supervision and monitoring of pupils.
 - support 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.

1. 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 behavior 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 travelling 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.

2. The relevant teachers for investigating and dealing with bullying are as follows:

- Laura Kelly (Principal)
- Ursula Cassidy (Deputy Principal)
- Trish Carolan (Behaviour Analyst)
- Helen Nolan
- Sarah Coppinger
- Anna Wright
- Aileen Robinson
- Anna Fee



- Jennifer Nolan (Jill Goellner)
- Lola Coy Ortega
- Pina Chmielewska
- Amy Cassidy

5. The education and prevention strategies (including strategies specifically aimed at cyber-bullying and identity-based bullying including, 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*):

The SPHE curriculum, RSE Programme, Stay Safe and Walk Tall Programmes are adapted for our pupils for teaching and developing pupils' awareness and understanding of bullying. The prevention of bullying is an integral part of the school policy.

Opportunities to develop empathy, respect and resilience are available to pupils through the SPHE curriculum, social stories and behaviour support plans and contracts.

Access to information and communication technologies is generally class based and monitored. Our ICT Policy details the levels of supervision in place when online.

6. The school's procedures for investigation, follow-up and recording of bullying behavior and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows:

A pupil or parent may bring a bullying concern to any teacher in the school. The relevant teacher must take appropriate measures regarding reports of bullying behaviour in accordance with the school's anti-bullying policy.

Considerations must be taken of the individual needs and abilities of our pupils as all present with a diagnosis of autism and complex needs. Therefore, all the procedures listed below may need to be adapted to the level of understanding on a case-by-case basis.

The school's procedures must be consistent with the following approach: –

- 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 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 an 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 (in line with the school policy). The school should give parents an opportunity to discuss ways in which they can support the actions being taken by the school.
 - 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/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 later 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 2.
 - 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:
 - if the bullying behaviour has stopped,
 - if the issues between the parties have been resolved as far as is practicable,
 - if 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,
 - 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,
 - If 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.
- 7. The school's Programme of support for working with pupils affected by bullying is as follows:**
- Consistent investigation, follow up and recording of bullying behaviour,



- To establish intervention strategies, taking into consideration the individuality of each case, as no one intervention works in all situations.
- To follow the process for investigating and dealing with bullying as per procedures.
- To record bullying behavior.
- Considering bullying as part of a continuum of behavior.
- To refer serious cases to the multi-disciplinary team for support.
- On-going evaluation of the effectiveness of the anti-bullying policy.

8. 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 on any of the nine grounds specified gender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the travelling community.

- 9.** This policy has been made available to school personnel, published on the school website, and provided to the Parents' Association. A copy of this policy will be made available to the Department and the patron if requested.
- 10.** This policy and its implementation will be reviewed by the Board of Management every school year. A record of the review and its outcome will be made available, if requested, to the patron and the Department of Education.

Ratified by the ABACAS Board of Management on January 25th 2024

Signed: _____ Date: _____
John Dennehy, Chairperson
Board of Management, ABACAS Kilbarrack Special School

Signed: _____ Date: _____
Laura Kelly, Principal
Secretary of Board of Management, ABACAS Kilbarrack Special School



Appendix 1 - Practical tips for building a positive school culture

The following are some practical tips for immediate actions that can be taken to help build a positive school culture and climate and to help prevent and tackle bullying behaviour.

- Model respectful behaviour to all members of the school community always.
- Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.
- Display key respect messages in classrooms, in assembly areas and around the school. Involve pupils in the development of these messages.
- Notice and acknowledge desired respectful behaviour by providing positive attention.
- Consistently tackle the use of discriminatory and derogatory language in the school –this includes homophobic and racist language and language that is belittling of pupils with a disability or SEN.
- Give constructive feedback to pupils when respectful behaviour and respectful language are absent.
- Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.
- Explicitly teach pupils about the appropriate use of social media.
- Positively encourage pupils to comply with the school rules on internet use.
- Follow up and follow through with pupils who ignore the rules.
- Actively involve parents and/or the Parents' Association in awareness raising campaigns around social media.
- Actively promote the right of every member of the school community to be safe and secure in school.
- Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas.
- All staff can actively watch out for signs of bullying behaviour.
- Ensure there is adequate playground/school yard/outdoor supervision.



Appendix 2

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 **4. Location of incidents** (tick

(tick relevant box(es))*

relevant box(es))*

Pupil concerned	<input type="checkbox"/>
Other Pupil	<input type="checkbox"/>
Parent	<input type="checkbox"/>
Teacher	<input type="checkbox"/>
Other	<input type="checkbox"/>

Playground	<input type="checkbox"/>
Classroom	<input type="checkbox"/>
Corridor	<input type="checkbox"/>
Toilets	<input type="checkbox"/>
School Bus	<input type="checkbox"/>
Other	<input type="checkbox"/>

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

--



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	Member of Traveller community	Other (specify)

8. **Brief Description of bullying behaviour and its impact:**

9. **Details of action taken**

Signed: _____

Date: _____

Date submitted to Principal: _____



Appendix 3

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 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?	



Notification regarding the Board of Management’s annual review of the anti-bullying policy.

To Whom it may concern,

The Board of Management of ABACAS Kilbarrack Special 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 on January 25th 2024 [date].
- This review was conducted in accordance with the checklist set out in **Appendix 3** of the Department’s *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

Signed: _____

Date: _____

John Dennehy, Chairperson, Board of Management

Signed: _____

Date: _____

Laura Kelly, Principal/Secretary, Board of Management