

ANTI BULLYING POLICY CLONDROHID NATIONAL SCHOOL



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 Clondrohid 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.*

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 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.*

3. *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.

4. ***The relevant teachers for investigating and dealing with bullying are:***

- *The pupil's class teacher is deemed to be the relevant teacher.*

The principal teacher or in his/her absence the deputy principal will be verbally informed of all complaints from the outset by the class teacher and in written form using the approved recording template following the twenty day period as outlined in the school's procedures for investigation, follow-up and recording of bullying behaviour.

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

School-Wide Approach:

- *Clondrohid N.S. promotes an atmosphere of friendship, respect and tolerance.*
- *Positive self esteem is fostered among all pupils by celebrating individual differences, achievements, 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. This will enable them to develop an awareness and understanding of bullying, its causes and effects, including the issue of **identity based bullying**.*
- *The schools anti-bullying policy is circulated to all parents and is discussed with pupils.*
- *We make use of SPHE programmes such as Stay Safe, Walk Tall, RSE and Grow in Love to focus on developing children's awareness and understanding of bullying, its causes and its effects.*
- *Other resources and programmes include: PDST Anti-Bullying Support Material, Prim-Ed Cyber Bullying Packs, Webwise Cyber Bullying Pack, Webwise My Selfie Lessons.*

Supervision and monitoring:

- *Effective supervision and monitoring systems facilitate early intervention.*
- *Supervision and monitoring of classrooms, corridors, hall, playgrounds, school grounds, school tours and extra-curricular activities.*
- *Non-teaching staff encouraged to be vigilant and report issues to relevant teachers.*
- *Supervision also applies to monitoring student use of communication technology within the school.*

Cyber Bullying:

- *Cyber bullying is best addressed by preventing it happening in the first instance. We will educate pupils on appropriate on-line behaviour, how to stay safe on-line and also attempt to develop a culture of reporting any concerns about cyber bullying.*
- *Publicising ways of dealing with cyber bullying in the school.*
 - *Don't reply.*
 - *Keep the message.*
 - *Block the sender.*
 - *Tell someone you trust*
- *Parents are encouraged to monitor their children's internet activity at all times.*
- *Parent(s)/guardian(s) and students are advised that it is illegal for a child under 13 to register with and use many social media networks.*
- *Communicating the message that unlike other forms of bullying, a once-off posting can constitute bullying.*

incidents of bullying they are not considered to be telling tales but are behaving responsibly.

- *Non –teaching staff such as school secretary, special needs assistants, etc are encouraged to report any incidences of bullying-type behaviour witnessed by 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 practicable, the relationships of the parties involved as quickly as possible.*
- *Parents and pupils will be made aware of the above approach from the outset.*

Stage 1: Initial Investigation

- *Teachers will always take a calm unemotional problem-solving approach, in dealing with incidents of alleged bullying behaviour from the outset.*
- *While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher must keep a written record of the reports, the actions taken and any discussions with those involved regarding same.*
- *The relevant teacher must inform the principal of all incidents being investigated.*
- *Where it is determined by the relevant teacher that bullying may have occurred, the parents of the parties involved should be informed of the matter and the actions being taken explained (by reference to the school's policy). Parents should be given an opportunity to discuss ways in which they can reinforce or support the actions being taken by the school and the supports for their pupils.*
- *Should the action taken at this stage prove not to have resolved the issue, the staff will proceed to stage two.*

Stage 2: Formal Investigation and Action

- *Incidents are best investigated outside the classroom situation to ensure the privacy of all involved, in a calm non –aggressive manner.*
- *All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned.*
- *Answers should be sought to questions of **what? where? when? who? and why?***
- *If a group is involved members should be met individually at first and in a follow-on meeting 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 be deemed helpful or appropriate to ask those involved to write down their account of the incident.*
- *All staff must keep a written record of any incidents witnessed by them or notified to them. All incidents must be reported to the relevant teacher.*
- *Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to him/her that 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 will also be made clear to all involved (each set of parents and pupils) that in any situation where disciplinary sanctions are required (with reference to the school's code of behaviour), this is a private matter between the pupil being disciplined, his/her parents and the school.*
- *Discipline sanctions used will be in line with the school code of behaviour, including the possibility of suspension/expulsion at stage 3.*
- *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 and to restore, as far as is practicable, the relationships of the parties involved. These records will be kept in a locked filing cabinet.*
- *Follow –up meetings with the parties involved may 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.*

Stage 3: Formal Investigation and Recording

- *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 attached recording template.*
- *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:*
 - a) Whether the bullying behaviour has ceased.*
 - b) Whether any issues between the parties have been resolved as far as is practicable.*
 - c) Whether the relationships between the parties have been restored as far as is practicable.*
 - d) Feedback received from the parties involved, their parents or the school Principal or Deputy Principal.*
- *Should the interventions at stages 1 and 2 fail and the bullying continue, a programme of appropriate sanctions may be implemented by the Principal in consultation with the parents and Board of Management. Sanctions implemented aim to encourage positive behaviour and support the esteem of the child. These sanctions may include a period of suspension during which there will be ongoing consultation with the parents to decide on appropriate action(s) to be taken in the best interests of the child. Suspension for any period of time will be reported in writing by the Principal to the Chair of the Board of Management.*
- *Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents will 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 will 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:

- *School community, including school staff will be supportive of pupils who have been bullied.*
- *Pupils who have been bullied are reassured from the outset that they are not to blame.*
- *Follow-on strategies for exploring self-esteem are explored between teacher and parent/guardian.*
- *School will provide opportunities to participate in activities designed to raise their self-esteem and to develop their friendship and social skills.*
- *In certain cases of bullying, the school may engage with the HSE/NEPS to request access to counselling services for pupils who have bullied as well as for pupils involved in bullying behaviour.*

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 the Traveller Community.

The contents of this policy may from time to time be modified by the Board of Management to cater for pupils with diagnosed Special Education Needs.

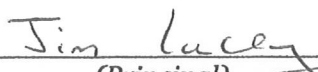
10. This policy was adopted by the Board of Management on 4-10-22 [date].

The Patron on 27-2-23 adopted this policy (date)

11. This policy has been made available to school personnel and provided to the Parents' Association. In addition, a copy has been made available to the parents / guardians of each pupil in 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. Written notification that the review has been completed will be made available to school personnel, be accessible to parents and pupils on request and provided to the Parents' Association. 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)

Signed: 
(Principal)

Date: 4-10-22

Date of next review:
Oct 2023