Scoil Chroí Naofa
Anti- Bullying Policy

Reviewed 2021

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 Scoil Chroí Naofa has adopted the following anti-bullying policy within the framework of the school's overall Code of Behaviour. This policy complies with the requirements of the Anti-Bullying Procedures for Primary and Post Primary Schools which was published in September 2013.

2. The Board of Management of Scoil Chroí Naofa 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;
  - ➢ is consistent with the Catholic ethos of Scoil Chroí Naofa and in this atmosphere the spiritual, intellectual, social, moral and physical growth of the pupil is fostered;
  - ➢ encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
  - ➢ promotes respectful relationships across the school community (see **Appendix 1A**: key elements of positive school culture and climate and **Appendix 1B**: Practical tips for building a positive school culture and climate).
- 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 of pupils;
- Supports for staff;
- Consistent recording, investigation and follow up of bullying behaviour (including the 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, commented upon 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.*

https://www.gov.ie/en/publication/cb6966-anti-bullying-procedures-for-primary-and-post-primary-schools/

https://assets.gov.ie/24429/3b6f3db2de154ebaa1f69a0856c97c8e.pdf

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

- ✓ Principal
- ✓ Deputy Principal
- ✓ Class Teacher
- ✓ The teacher that witnesses bullying or to whom bullying is reported, i.e. the teacher on playground supervision is the relevant teacher
- ✓ SPHE co-ordinator

(or the person acting in their position)

Any teacher may act as relevant teacher if circumstances warrant

The SPHE coordinator (*who is a member of the senior leadership team*) may provide support and advice to the Relevant Teacher and will be available to assist in the investigation of incidents and any follow–up mediation or rehabilitation which may be required.

Relevant Teacher responsibility:

- ▪ To listen to the pupil's concerns and always take them seriously;

- ▪ To investigate any incident, allowing all parties concerned to give their account;

- ▪ To be fair in dealings with all pupils and judge each case on its merits; and

- ▪ To take action to address the problem, using a range of strategies outlined in the Code of Behaviour.

All incidents of bullying shall be notified to the Principal Mrs McNamee.

5. 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)*:

Education and Prevention Strategies

Scoil Chroí Naofa considers the area of prevention of bullying as the most important element of our policy and employs and promotes the following measures to ensure we do our utmost to prevent bullying or negative behaviour in general:

- A whole school and classroom atmosphere where all elements of good character - courtesy, kindness, respect, honesty, tolerance, empathy, integrity and compassion are modelled by school personnel and shared and practised by the pupils.

- Classroom management and teaching styles place emphasis on fairness, co-operation and tolerance.

- Good communication and transparency is encouraged among the staff, parents and learner in the school so that worries and issues of concern can be aired at an early stage and resolved.

- Positive reinforcement of good behaviour is practised by staff; opportunities are provided for pupils' talents, successes and achievements are celebrated.

- Curricular and extra-curricular group activities are used to provide opportunities for all pupils to participate in, integrate and communicate with each other.

- Active and thorough supervision of pupils in class, during arrival and dismissal times, on corridors, in the school playground and during extra-curricular activities at all times ensures that teachers and SNAs are very familiar with and acutely aware of the needs of the pupils. School personnel are also highly attuned to any changes or conflicts which may arise and are aware of early warning signs.

- The anti-bullying policy and anti-bullying programme is in place. During our annual Anti-Bullying Week all aspects of bullying are explored to increase awareness and understanding of the nature of bullying.

- Each year a theme focusing on preventative aspects of bullying is adopted, e.g. acts of kindness, character education, co-operation, etc. Pupils participate in discussions and activities on how to foster good relations and avoid conflict**.**

- The Stay Safe Programme and the SPHE curriculum, which both deal with issues of bullying, are taught systematically each year in all classes. Each teacher signs off on completion of the Stay Safe programme and the Special Needs pupils receive supplementary teaching of this programme by the SET teachers.

- All pupils are aware that the school is a telling and listening school where they can approach teachers, SNAs, school personnel and/or designated peers in some senior classes to discuss their concerns.

- Students are encouraged to express their feelings, fears or concerns, knowing that they will be listened to sympathetically. A **Worry Box** is permanently situated in the kitchen area and in the school hall so that pupils can post their concerns in confidence. The SPHE coordinator, will discretely arrange a time for them to come and meet her and try to assist them in finding resolutions for their problems.

- In the senior classes **Peer Leaders** may be elected and given guidance and training in helping resolve minor problems or disagreements with each other.

- It is the policy of Scoil Chroí Naofa to ensure that all students know who to tell and how to tell. Information about what to do if involved in a bullying incident is displayed in the classroom and around the school:

  ➢ Direct approach to teacher at an appropriate time, for example after class.
  ➢ Hand note up with homework.
  ➢ Note in the 'Worry Box'.
  ➢ Note under the door of the Principal's Office.
  ➢ Parent/guardian or friend to tell on your behalf.
  ➢ Termly questionnaire.
  ➢ Bystanders understand the importance of telling if they witness or know that bullying is taking place

- Teachers 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.

- 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 and/or Special Educational Needs.

- 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.

- Implementation of the school's **Acceptable Use Policy** to include the necessary steps to ensure that the access to technology within the school is strictly monitored and the pupils' use of mobile phones is strictly prohibited.

- Teachers explicitly teach pupils about the appropriate use of social media and positively encourage pupils to comply with the school rules on mobile phone and 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 bullying behaviour.

- Actively promote the right of every member of the school community to be safe and secure in school.

- Active and thorough supervision is provided at all times and supervising staff, teachers and SNAs are spread out adequately to observe all areas.

- A whole school continuous professional development on bullying to ensure that all staff develop an awareness of what bullying is and how it impacts on pupils' lives.

Awareness

Throughout the pupils' school years at Scoil Chroí Naofa, a body of knowledge and skills related to all aspects of bullying is taught so that a high level of awareness and alertness is accumulated by pupils by the time they leave primary school.

- All school personnel are familiar with the school policy and procedures on bullying.

- Parents are informed of the details of the Anti-Bullying Week and encouraged to discuss the issues taught and explored in school with their children at home.

- Each year during Anti-Bullying Week all teachers are provided with a variety of materials for use throughout the year - lesson plans, advice sheets, classroom activities and cross curricular ideas involving story, poetry, drama, art, etc. Discussion and role play feature strongly so that pupils explore situations requiring conflict resolution, tolerance, empathy, etc. in a safe manner. The school also invites outside drama companies to present plays on bullying.

- The core lessons of the school's anti-bullying programme are specifically designed to raise awareness of bullying among the pupils: definitions of bullying; identifying bullying behaviour; how people are different; why people bully; the feelings connected with bullying; what pupils should do to avoid being bullied or when they are bullied, etc. The pupils discuss the school rules and write charters on rights and responsibilities. They learn and model mediation and conflict resolution skills.

- The anti-bullying programme and teaching materials are constantly reviewed and updated by the SPHE coordinator and every effort is made to provide guest speakers and/or drama presentations on bullying.

- The school anti bullying policy document contains advice for parents on bullying and the school can provide further resources if requested

Management

Every class teacher has a copy of school's policy document on bullying which contains detailed procedures on classroom management of bullying incidents. These procedures are closely linked with the school's Code of Behaviour and school rules. The Principal, Deputy Principal and the SPHE coordinator provides support and advice to class teachers

and are available to assist in the investigation of incidents and any follow–up mediation or rehabilitation which may be required. The policy document provides procedural details of the following areas:

- Dealing with incidents of bullying;
- Mediation sessions and meeting with parents;
- Resolving conflict and devising agreement or behaviour contracts with pupils;
- Reporting bullying incidents;
- Rehabilitating pupil(s) who have been bullied or who have been involved in bullying behaviour;
- Follow-up class lessons on bullying behaviour; and
- Refer to Code of Behaviour for sanctions.

Action to Prevent and to Combat Bullying

- The annual Anti-Bullying Week takes place in April 2022 and then in January of each year from 2023 on, during which all aspects and issues related to bullying behaviour are explored, taught and reinforced through lessons, discussions, sharing of experiences and cross curricular activities.

- Scoil Chroí Naofa will use a range of activities and sanctions to encourage good behaviour and relationships between pupils and to deter potential bullying:

  ➢ The range of rewards and sanctions outlined in the Code of Behaviour will be used, especially the methods of promoting good behaviour.

  ➢ The allocation of specific roles and responsibilities, both at staff and pupil level, in order that incidents may be detected, behaviour monitored and after-care given.

- All school personnel are identified to the pupils as adults in whom they can confide. Pupils are frequently reminded that they can approach all school personnel at any time to discuss any problems.

- Teachers and SNAs on daily supervision and duty at break times are supported by the Principal and the Senior Leadership Team for reporting, recording and following up any incidents or concerns. In particular, teachers are ready to supervise any pupil who is upset or need a 'cooling off' period or to follow through any disciplinary

action. The teacher on duty reports any serious incident or injury to the Principal and these are recorded and followed up where necessary.

The school also has a 'Buddy System' in 5th and 6th classes to whom the pupils can go if they are upset.

The role of the buddy is to:

➢ listen and try to calm the pupil;

➢ mediate where possible; and

➢ report the problem to class teacher, Deputy Principal or Principal where necessary.

Pupils and staff will continue to reflect on the effectiveness of this and all support systems. Through the frequent use of circle time discussions in class, we take account of the views of the pupils.

Records of incidents will be kept and collated by the Principal. Where the frequency or severity of incidents raises a cause for concern the necessary action in line with our Code Behaviour will be initiated.

Responsibilities of Parents

We ask our parents to support their child and the school by:

- Watching for signs of distress or unusual behaviour in their child, which might be evidence of bullying;

- Advising their child to report any bullying to their class teacher and/or to any member of the school personnel;

- Explaining the implications of allowing the bullying to continue unchecked, for themselves and for other students;

- Telling their child not to retaliate violently to any forms of bullying;

- Being sympathetic and supportive towards their child, and reassuring them that appropriate action will be taken;

- Informing the school of any suspected bullying, even if their child is not involved; and

- Co-operating with the school, if their child is accused of bullying.

Implementation of Curricula

- The full implementation of the SPHE curriculum, RSE and Stay Safe programmes.

- Continuous Professional Development for staff in delivering these programmes.

- School wide delivery of lessons on bullying from:
  - ✓ Stay Safe Programme
  - ✓ The Walk Tall Programme

- School wide delivery of lessons on:
  - o **Relational aggression Cool School Programme:** Fun Friends, Friends for Life
  - o **Cyber Bullying:** Be Safe-Be Web Wise**,** Think before you Click, Let's fight it Together, Web wise Primary Teachers' Resources
  - o **Homophobic and Transphobic Bullying**
  - o **Diversity and Interculturalism**

- Delivery of the Garda SPHE Programmes. These lessons, delivered by the Community Gardaí, cover issues around personal safety and cyber-bullying in 5th & 6th classes.

- Scoil Chroí Naofa will specifically consider the additional needs of the Special Educational Needs students with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately.

Specific measures to reduce the risk of Bullying include:

- Security of the school building at playtimes to ensure that no pupil is allowed inside the building without supervision.

- Active and thorough supervision is in place at all times including for students participating in any extra-curricular activity.

- Teachers and SNAs provide adequate supervision of students when getting their coats at arrival, break time and dismissal time.

- All issues shall be brought to the attention of the Principal Mrs. McNamee.

Reference to other Policies

The following policies, practices and activities are particularly relevant to bullying and should be referred to when reading this policy.

- ✓ Attendance Policy
- ✓ Bus Safety Policy
- ✓ Child Safeguarding Statement
- ✓ Code of Behaviour
- ✓ Data Protection Policy
- ✓ Educational Trips Policy
- ✓ Healthy Eating Policy
- ✓ ICT Acceptable Use Policy
- ✓ Mobile Phone Policy
- ✓ Record Keeping Policy
- ✓ Road Safety Policy
- ✓ Sports Code of Conduct
- ✓ SPHE Policy
- ✓ Stay Safe Policy
- ✓ Substance Use Policy
- ✓ Supervision Policy
- ✓ Swimming Policy
- ✓ Uniform Policy

6. 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:

a) All incidents of bullying behaviour in Scoil Chroí Naofa will be investigated and dealt with by the relevant teacher in the first instance.

b) Serious cases of bullying behaviour by pupils are referred immediately to Principal.

c) Parents of victims and bullies will be informed earlier rather than later of incidents.

d) It is made clear to pupils that to report incidents of bullying behaviour they are not telling tales but behaving responsibly. It is important to counteract a culture, which may associate 'telling' with 'informing'.

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. The school's procedures must be consistent with the following approach. Every effort will be made to ensure that all involved (including pupils, parent(s)/guardian(s)) understand this approach from the outset.

Reporting bullying behaviour

- Any pupil or parent(s)/guardian(s) may bring a bullying incident to any teacher in the school.

- All reports, including anonymous reports of bullying, will be investigated and dealt with by the relevant teacher.

- Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs), caretakers, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the Relevant Teacher.

Investigating and dealing with allegations of bullying behaviour

- The Relevant Teacher investigates the allegation of bullying behaviour with a view to establishing the facts and bringing any such behaviour to an end. In investigating and dealing with bullying, the Relevant Teacher will exercise their professional judgement to determine whether bullying has occurred and how best the situation might be resolved;

- Parent(s)/guardian(s) 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;

- The Relevant Teacher should take a calm, unemotional problem-solving approach;

- The school, through the Relevant Teacher reserves the right to ask any teacher to write an account of what happened as part of an investigation. This does not necessarily imply that a pupil is guilty of misbehaviour.

- The Relevant Teacher may conduct a whole class survey in the classes involved in the alleged bullying behaviour;

- Where possible incidents should be 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 their 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 may face them from the other members of the group after the 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 parent(s)/guardian(s) 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 parent(s)/guardian(s)

an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports provided to the 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 parent(s)/guardian(s)) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parent(s)/guardian(s) and the school;

- In the event that they have been involved in bullying behaviour they are asked to sign a binding promise that they will treat all pupils fairly, equally and respectfully including the targeted pupil(s).

- When an investigation is completed and/or a bullying situation is resolved the Relevant Teacher will complete a report, to include the findings of the investigation, the strategy adopted and the outcome of the intervention, as well as any other relevant information.

- All documentation regarding bullying incidents and their resolution is retained securely by the Relevant Teacher during investigation period and is handed over to the Principal thereafter. A copy of the incident report and any action taken is filed in the pupils' profile folder which is stored in a locked filing cabinet in accordance with the school's Data Protection Policy.

Sanctions

Where a pupil has been found to be engaged in bullying behaviour, has formally promised to stop and has broken that promise, any of the following sanctions may be imposed:

- S/he may be required to sign another promise, this time countersigned by a parent/guardian

- Parent(s)/guardian(s) may be contacted by the Relevant Teacher and informed of the nature and extent of the bullying behaviour with a view to agreeing a strategy whereby a promise to end the bullying behaviour would be honoured

- Parent(s)/guardian(s) may be invited to a meeting with the Relevant Teacher

- Parent(s)/guardian(s), the Relevant Teacher and the Principal meet in a final effort to resolve the situation

- The case may be referred to the Board of Management and the pupil may be suspended and/or expelled from the school in accordance with the Code of Behaviour.

Follow up and recording

- In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of their professional judgement, take the following factors into account:

  ➢ whether the bullying behaviour has ceased;
  ➢ whether any issues between the parties have been resolved as far as is practicable;
  ➢ whether the relationships between the parties have been restored as far as is practicable;
  ➢ any feedback received from the parties involved, their parent(s)/guardian(s)s or the Principal or Deputy Principal

- 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.

- Where a parent(s)/guardian(s) is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent(s)/guardian(s) must be referred, as appropriate, to the school's complaints procedures.

- In the event that a parent(s)/guardian(s) has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parent(s)/guardian(s) of their right to make a complaint to the Ombudsman for Children.

Recording of bullying behaviour

It is imperative that all recording of bullying incidents must be done in an objective and factual manner. The school's procedures for noting and reporting bullying behaviour are as follows:

Informal: pre-determination that bullying has occurred

- 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.

- 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.

- The Relevant Teacher must inform the Principal of all incidents being investigated.

Informal: determination that bullying has occurred (Appendix 2)

- If it is established by the Relevant Teacher that bullying has occurred, the Relevant Teacher must keep appropriate written records which will assist in their efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.

- All records shall be retained in a locked filing cabinet in the school safe located in the Principal's Office.

Formal: Appendix 3

The Relevant Teacher must use the recording template at **Appendix 3** to record the bullying behaviour in the following circumstances:

a) in cases where the Relevant Teacher considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after they have determined that bullying behaviour occurred; and

b) Where the school has decided as part of its anti-bullying policy that in certain circumstances bullying behaviour must be recorded and reported immediately to the Principal.

When the recording template is used, it shall be retained in a locked filing cabinet in the school safe located in the Principal's Office in accordance with the school's Data Protection Policy.

Established intervention strategies

- Teacher interviews with all pupils
- Negotiating agreements between pupils and following these up by monitoring progress. This can be on an informal basis or implemented through a more structured mediation process
- Working with parent(s)/guardian(s)s to support school interventions
- Circle Time
- Restorative interviews
- Restorative conferencing
- Implementing sociogram questionnaires
- Peer mediation where suitable training has been given

Procedures for investigating and dealing with Bullying

When investigating incidents of bullying behaviour, it is necessary to:

- ✓ Listen

- ✓ Seek answers to the questions of **what, when, who and why?** from both parties. A standard reporting form is used **(Appendix 2)**. A copy of this report will be kept in the file of the pupil and/or pupils who have engaged in bullying behaviour and in the file of the pupil who has been bullied.

- ✓ Reassure the person reporting;

- ✓ Ensure the pupil's safety;

- ✓ Discuss confidentiality for both parties;

- ✓ Tell the pupil that he/she will be kept informed;

- ✓ Talk to the other pupil involved; and

- ✓ Make an intervention.

Where an incident of bullying behaviour is suspected the Principal shall be informed.

The intervention will involve the following procedure:

- The Relevant Teacher will carry out an investigation with all parties ensuring that each has equal hearing;
  - ✓ if appropriate, the school will inform the parents/guardians of all parties of the incident;
  - ✓ if necessary, to bring the parties together in order to form a resolution/action plan to end the bullying behaviour; and
  - ✓ ensure that no pupil will be placed in a situation in front of external parties without equal support of the parent/guardian.

The Relevant Teacher will make an assessment about what happened and will convey the outcome to the Principal and to the pupils and parents concerned. If a pupil or pupils are found to be involved in bullying behaviour, it will be made clear that they are in breach of the Code of Behaviour and sanctions will be imposed.

In cases where it has been determined that bullying behaviour has occurred, in accordance with the above definition, the Principal will meet with the parents/guardians of the two parties involved, separately, as appropriate to:

- ✓ explain the action being taken and the reason for it; and
- ✓ discuss ways in which the parents/guardians can reinforce and support the actions being taken by our school.

Bullying as part of a continuum of behaviour

- Scoil Chroí Naofa's Anti-Bullying policy provides appropriate linkages with the overall Code of Behaviour and provides for referral to be made to the relevant external agencies and authorities where appropriate.

- In cases where the school has serious concerns in relation to managing the behaviour of a student, the advice of NEPS and/or CAMHS will be sought.

Referral of serious cases to the TUSLA

- Where the incident is serious and where the behaviour is regarded as potentially abusive, the school must consult with TUSLA with a view to drawing an appropriate response, such as a 'Behaviour Management Plan'.

- Where staff have concerns about a student but are not sure whether to report the matter, the DLP must seek advice from TUSLA.

- Serious incidents of bullying behaviour in accordance with the Children First and the Child Protection Procedures for Primary and Post-Primary Schools will be referred to TUSLA and/or the Gardaí as appropriate.

Termly Reporting to the Board of Management

- The Principal provides termly reports to the Board of Management on anti-bullying matters in accordance with the *Anti-Bullying Procedures for Primary and Post-Primary Schools* 2013.

7. The school's programme of support for working with pupils affected by bullying is as follows:

Work with victims and pupils involved in bullying behaviour:

- Low self-esteem is an attribute which victims and bullies share. It is necessary therefore to avail of opportunities to increase feelings of self-worth among victims and bullies. Victims may need counselling to participate in activities designed to raise their self-esteem and bullies may need counselling to help them understand and learn other ways of meeting their needs without violating the rights of others. Each incident and the pupils involved will be treated with care, and, in consultation with all parties, follow-up work with will be provided, or where necessary, further referral with outside professionals.

- Pupils who observe incidents of bullying behaviour are encouraged to discuss them with their teachers.

- Bullying is a societal problem and a whole community approach is needed to combat bullying behaviour. The school as a community is made up of management, teachers, SNAs, school personnel, learners and parents and the promotion of home/school links is a vital element in the countering of bullying behaviour.

- The school's anti-bullying policy is discussed regularly in each class and explained to the pupils.

8. Supervision and Monitoring of Pupils

The Board of Management of Scoil Chroí Naofa 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 of Scoil Chroí Naofa 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.

10. Ratification

This policy was adopted by the Board of Management on September 24, 2014.

11. Communication

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 of Education and the Patron if and when requested.

12. Implementation and Review

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 and provided to the Parent Association.

A record of the review and its outcome will be made available, if requested, to the Patron and the Department.

Signed: _(signature)_   **Signed**: _Kathleen Mc Namee_

    Chairperson of Board of Management   **Principal/Secretary BoM**

Date of next review: Term 1 2023

APPENDIX 1A Key elements of a positive school culture and climate

The school acknowledges the right of each member of the school community to enjoy school in a secure environment;

The school acknowledges the uniqueness of each individual and his/her worth as a human being;

The school promotes positive habits of self-respect, self-discipline and responsibility among all its members;

The school prohibits vulgar, offensive, sectarian or other aggressive behaviour or language by any of its members;

The school has a clear commitment to promoting equity in general and gender equity in particular in all aspects of its functioning;

The school has the capacity to change in response to students' needs;

The school identifies aspects of curriculum through which positive and lasting influences can be exerted towards forming pupils' attitudes and values;

The school takes particular care of "at risk" students and uses its monitoring systems to facilitate early intervention where necessary and it responds to the needs, fears or anxieties of individual members in a sensitive manner;

The school recognises the need to work in partnership with and keep parents informed on procedures to improve relationships on a school-wide basis;

The school recognises the role of parents in equipping the student with a range of life-skills;

The school recognises the role of other community agencies in preventing and dealing with bullying;

The school promotes habits of mutual respect, courtesy and an awareness of the interdependence of people in groups and communities;

The school promotes qualities of social responsibility, tolerance and understanding among all its members both in school and out of school;

Staff members share a collegiate responsibility, under the direction of the Principal, to act in preventing bullying/aggressive behaviour by any member of the school community.

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

Model respectful behaviour to all members of the school community at all times.

Explicitly teach students 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 students in the development of these messages.

Catch them being good - 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 students with a disability or Special Educational Needs.

Give constructive feedback to pupils when respectful behaviour and respectful language are ignored.

Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.

Explicitly teach students about the appropriate use of social media.

Positively encourage students to comply with the school rules on mobile phone and internet use. Follow up and follow through with students 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 student 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/corridor/outdoor supervision.

School staff can get students to help them to identify bullying "hot spots" and "hot times" for bullying in the school.

- ✓ Hot spots tend to be in the playground/corridors/outdoor areas/changing areas and other areas of unstructured supervision.
- ✓ Hot times again tend to be times where there is less structured supervision such as when students are in the playground/school yard or moving classrooms.

Support the work of Playground Friends, Buddy System, Peer Leaders and other.

Name of teacher/staff member completing form: _____

Date of report: _____   **Reported by:** _____

Who did what and to whom? _____

_____

_____

When did the incident take place? _____

_____

Where did it occur? _____

Who witnessed or was involved in the incident? _____

_____

_____

Witness reports: _____

_____

_____

What reason is given for this behaviour by those involved?

_____

_____

_____

_____

If the behaviour is not acceptable according to our Code of Behaviour, what follow up action was taken?

Acknowledgement

Apology

Sanction imposed

Parents notified

Principal notified

Any additional witness reports attached

Appendix 3   **DE 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 the relevant box(es)

Pupil concerned	
Other Pupil	
Parent	
Teacher	
Other	

4.Location of incidents
   Tick the relevant box(es)

Playground	
Classroom	
Corridor	
Toilets	
School Bus	
Other	

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	Membership of Traveller community	Other (specify)

8. Brief Description of bullying behaviour and its impact

9. Details of actions taken

Signed _____ (Relevant Teacher)

Date _____

Date submitted to the Principal: _____

APPENDIX 4   **Think Sheet**

Draw or write what **happened**, what you **thought**, what you **felt** and what you **did** in the boxes below:

What happened?	What I thought?	How I felt?	What I did?

Thinking about what happened, consider alternative thoughts:

What could I have thought?	How would I feel?	What would I do?

APPENDIX 5

Observation Form

Teacher: _____   **Class**: _____   **Date**: _____

Time	Name of Pupil	Behaviour	Directed Towards

APPENDIX 6   **Incident Form**

Pupil's Name: _____

Class: _____

Date: _____

_____

_____

_____

_____

_____

_____

_____

_____

Signed: _____   **Date:** _____

APPENDIX 7   **Pupil Incident Observer Report**

Pupil's Name: _____   **Class:** _____

A. and B. to be completed by the Relevant Teacher

A.   **Incident Location:** _____

B.   **Day:** _____ **Date:** _____**Time:** _____

C. and D. to be completed by pupil named above

C.   **Others who were there:** _____

_____

D.

E.   **Details of exactly what happened:** _____

_____

_____

_____

This is all I saw.

Signed: _____   **Date: ___/___/_____**

This interview should be conducted in an amicable way, seeking information and a promise

Team Member(s): _____ **Time**: _____ **Date**: _____

Interview with: _____ **Class**: _____

Due to Report/Survey: _____

1. Do you know that if people are mean to someone over and over again, calling them names, hitting them, upsetting them or annoying them, this is what we call bullying (Y/N)? _____

2. We want all our pupils to be happy in school, including you. If some pupils were being mean to you, we would try to get them to stop. Nobody should be mean to you. Do you understand this? _____

3. We did a survey about bullying and are now worried that a pupil in your class is being bullied. Are your surprised? (Y/N)? _____   Explain: _____

4. Who do you think might be getting bullied in your class? _____

5. The pupil is: _____

6. The survey shows that pupils in your class think you have been bullying him/her a bit. What have you been doing that might make them think this? _____

7. I now want to ask you a lot of questions to find out what else might be happening. If you tell the truth when you answer these questions I will know that, if it is bullying and if you promise to stop, I can believe you. We already know some things you may have done but we need to know the whole story. Are you ready to truthfully answer a lot of questions (Y/N)? _____

8. Why have you been treating him/her this way? _____

9. Have you ever been bullied (Y/N)? _____ If "Yes", how did if feel _____

10. Imagine your mother being treated this way by adults at her work. How do you think she would feel? _____

11. If you know she was treated this way how would you feel? _____

12. Now, can you understand how unfair it is to treat someone like this (Y/N)? _____

13. Did you know that bullying breaks our school rules (Y/N)? _____

14. We do not want to tell the Principal (depending on the seriousness you may add or the 'Board of Management' or even the 'Gardaí') about this. We know that you know how serious it is and we need to know for sure that it will not happen again. Can you promise this (Y/N)? _____

To be completed by the team member(s)

Promise/School Rules signed: (Y/N)? _____   Date: _____

Parents/Guardians contacted: (Y/N)? _____   Date: _____

Parent/Guardian signature required: (Y/N)? _____ Returned with signature (Y/N)? _____

Principal informed: _____ Date: _____

1.   Think back to what happened. What did I do?

_____

_____

_____

_____

2.   What rule was broken?

_____

_____

_____

_____

_____

3.   What is my side of the story?

_____

_____

_____

_____

4. What can I do to fix things up? Make things better?

_____

_____

_____

_____

Appendix 10   **BULLYING RECORD SHEET**   *(parents)*
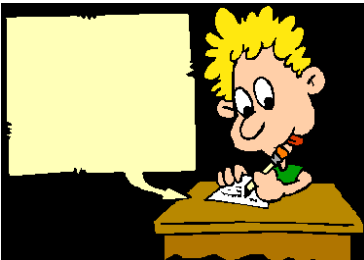
DEFINITION

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.

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, commented upon 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.

Please complete the following:

1. Description of Incident:

Please attach an additional page if necessary

Date	Time	Summary of Incident(s)

2. List names of pupils responsible:
Please attach an additional page if necessary

Pupil's Name	Class	Description of his/her role in the incident

I/We realises that this is a complaint of a serious nature and that the parents of the above named pupil/pupils have a right to receive a copy of this complaint.

Signed: _____ **Date:** _____
      Mother/Guardian

Signed: _____ **Date:** _____
      Father/Guardian

Anti-Bullying Questionnaire

Class	Name	Date		
Would you like to talk to someone about bullying?			Yes	No
Do you know anyone who is having a hard time?			Yes	No

Appendix 12   Sample Questions for Bullying Sociogram

- Are you happy with the atmosphere in your classroom?

- Who are your friends?

- Are you being bullied in any way? (Take details and reassure student that the problem will be addressed)

- Is there anyone in class having a hard time or being picked on?

- Is anyone being left out, or ignored?

- Is anyone spreading rumours, gossip, using notes, phone calls, text messages, or emails to make others feel bad about themselves?

- Is anyone being unfair to others?

- Is there a group of pupils making life difficult for others?

- Are pupils from other classes giving anyone in this class a hard time?

- Can you give examples?

- Who do you think is causing problem?

Appendix 13   **Checklist for Teachers – Is it bullying?**

One of the primary characteristics in bullying behaviour is the range of serious effects it can have on the victim and others who may observe it.

These can include physical effects such as physical ill health (Slee 1995) for example headaches or/and stomach pains (Olweus & Limber 2000), physical injury (Olweus & Limber 2000(and aggression or violence (Olweus 1994)

Effects may include social maladjustment such as social isolation (Rigby 1996), loneliness which is a strong predictor of peer victimisation (Hawker & Boulton 2000), poor social self-concept and low self-esteem (Besag 1989) and social anxiety (Hawker & Boulton 2000).

Psychological Maladjustment may also be a characteristic for example levels of distress and upset (Hawker & Boulton 2000), fear (Olweus 1993; Rigby 1996), generalised anxiety (Rigby 1996, Slee 1995), and high levels of anger (Rigby 1996) (Borg 1998)

Depression is an effect but also another strong predictor peer victimisation (Hawker & Boulton 2000), and may sometimes involve suicidal thoughts or behaviour (Slee, 1995) (Hawker & Boulton 2000).

Other characteristics may include the presence of an imbalance of abuse of power (Craig et al 2000), that the victim is generally defenseless (Roland 1998) and that the behaviour may be unprovoked (Olweus 1994).

Characteristic	Indicator	Yes/No?
Effect	Is the person distressed/upset (Hawker & Boulton 2000) Humilated, in real fear, Angry, Sad, Depressed?	
Aggression	Is there physical, verbal or psychological aggression? (Olweus 1994)	
Imbalance of Power	Is there an abuse of power? (Craig et al 2000)	
Planned or Repeated	Olweus 1993	
Defenselessness	Does the person feel helpless? (Roland 1998)	
Unprovoked	Does the person ask '*why me?*' (Olweus 1994)	

Appendix 14   Questions based on the DE definition of bullying

Is it Bullying?   Checklist

	Consider…………………	Yes	No
1	Is the behaviour repeated? Only repeated incidents can be regarded as bullying. Once off incidents fall under the Code of Behaviour. However, see 2 below		
2	Has there been any offensive or hurtful public messages or images placed on a social networking site or other public forum? Can the bullying image, statement or message be viewed, commented upon and/or repeated by other people? **NB: One incident qualifies as cyber bullying**		
3	Is the behaviour planned?		
4	Is there unwanted negative behaviour inflicted on the victim?		
5	Is the unwanted negative behaviour of a physical, verbal or psychological character?		
6	Is the behaviour inflicted by one person, or is there a group involved?		
7	Is the victim deliberately targeted?		
8	Does the behaviour involve deliberate exclusion, isolation, malicious gossip or other forms of relational aggression?		
9	Is the behaviour targeting an aspect of the victim's identity? e.g. physical, verbal or psychological aggression which is directed at their sexual orientation, race, religion, ethnicity or traveller background.		
10	Is the behaviour targeting the victim because they have Special Educational Needs?		

Appendix15   **Implementation of the DE Procedures on Anti-Bullying Checklist**

The following checklist may be useful for school personnel in relation to the implementation of the DE Procedures on Anti-Bullying.

Actions to be undertaken by Board of Management	YES	NO	Comment
Initiate policy development or review (see PDST website for supports)			
Publish the policy on the school website			
Provide a copy of the Anti-Bullying policy to the Parents' Association			
Ensure that staff and students are familiar with the policy			
Ensure all staff receive training on bullying prevention and intervention			
Ensure that the school has set out ways in which anybody can report bullying			
Ensure that staff, including temporary and substitute staff, have sufficient awareness of the school's code of behaviour and anti- bullying policy			
Conduct an annual review of the policy and its implementation (see Appendix 4 of the Anti-Bullying			

Actions to be undertaken by all staff	YES	NO	Comment
Be familiar with the school's anti-bullying policy and other relevant policies			
Staff are aware of issues of confidentiality when dealing with issues of bullying			
Prioritise awareness raising and implement education and prevention strategies			

	YES	NO	Comment
Role model positive behaviour and attitudes consistent with school policy			
Be vigilant about student's behaviour individually and in groups			
Take proactive approaches in relation to supervision, monitoring of behaviour especially classrooms, corridors, school yards and common areas. An awareness of the importance of being vigilant			
Report all instances of bullying to the relevant teacher/Anti Bullying coordinator and to keep records in accordance with school policy			
Implement relevant Intervention strategies as agreed in school policy			
Monitor subsequent behaviour to ensure that everyone is safe			
Contribute to annual review of Anti-Bullying measures as initiated by the Board of Management			

Actions to be undertaken by Relevant Teacher	YES	NO	Comment
Investigate and resolve incidents in line with interventions specified in the school's policy			
Liaise with staff in relation to providing support for students who bully others or who are being bullied			
Maintain and store accurate records of incidents investigated and be familiar with the use of the DE template for recording bullying behaviour **(Appendix 3 of the Procedures)**			
Ensure that the principal/deputy principal is furnished with copies of reports where appropriate			
Consult with School Management and other personnel if appropriate during the process of dealing with bullying			
Liaise with Parents as appropriate			
Monitor the success of interventions with all concerned			
Serious cases of bullying behaviour, in accordance with DE Child Protection Procedures, should be referred to the HSE Children and Family Services, TUSLA, as appropriate			

Actions that may be undertaken by Support Personnel determined by school management (These may include care teams, guidance counsellors, learning support and resource teachers)	YES	NO	Comment
Counselling – giving care and support to students learning to cope with many aspects of growing up			
Advise - suggestions based on experience			
Specifically focused personal and social development programmes – relating to self-awareness, decision-making and planning etc.			
Referral – to other professionals, or referral by other groups to the counsellor, e.g. teachers, Board of Management, school management and parents			
Consultation – parents, staff, students			
Feedback – to the Board of Management, school management and staff on the needs of individual students			
Networking – establishing links with relevant agencies and institutions			
Promoting change – assisting curriculum development in the school			
Managing, organising, and co-ordinating guidance activities into a coherent programme (see DE and NCGE, Planning the School Guidance Programme, 2004)			
Contributing to the development and implementation and anti-bullying policy e.g. awareness raising with students and parents; helping to plan anti-bullying/friendship weeks			
Counselling students that are both affected by bullying behaviour and those that perpetrate bullying behaviour			
In consultation with other staff identification of target groups of students with particular needs within the school who may require further support or targeted teaching			

Actions that may be undertaken by Home School Community Liaison Teachers as determined by school management	YES	NO	Comment
Support parents in a community context			
Promote anti-bullying awareness raising in the local community			
Support the Parent Association			
Communication with feeder schools			

Actions that may be undertaken by Care Team/Anti-Bullying team (if appropriate)	YES	NO	Comment
Organise Anti-Bullying Week			
Organise student surveys/sociograms			
Appoint a member to liaise with Student Council or other student bodies/year groups			
Appoint a member to liaise with other staff			
Appoint a member to liaise with Parents			