***Anti-Bullying Policy***

**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 (BOM) of Crinkill N.S. has adopted the following anti-bullying policy within the framework of the school's overall code of behaviour. The 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 BOM 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 in preventing and tackling bullying behaviour:

* A positive school culture and climate which

1. is welcoming of difference and diversity and is based on inclusivity
2. encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
3. promotes respectful relationships across the whole 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, investigating and follow up of bullying behaviour (including use of established intervention strategies); and
* Ongoing 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 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, 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 will be dealt with as 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.  
  
**4.** The relevant teachers for investigating and dealing with bullying are the class teachers however other teachers including Learning Support and Resource Teachers may assist. The Principal will be informed where bullying is suspected and is being investigated.  
  
**5.** The education and prevention strategies (including strategies specifically aimed at cyber bullying and identity-based bullying including in particular, homophobic and transphobic bullying) will be as follows:

* Creation of a culture of "telling".

1. Teachers should repeatedly reinforce the message that if anyone is the victim of bullying behaviour, they should not retaliate in any way, but they should tell an adult. Victims should be reassured that if they tell, something will be done about the bullying in a safe manner and all reported incidents will be dealt with.
2. Class lessons to be provided to enable pupils "how to tell" (telling protocol)
3. Bystanders can be the key to resolving bullying and if anyone witnesses bullying behaviour, they should always tell a teacher. This is not telling tales but a means of protecting victims.

* Raising the awareness of bullying as a form of unacceptable behaviour by –

1. The school aims to prevent bullying by raising awareness through the SPHE curriculum which is taught at each class level. Programmes such as Walk Tall, RSE and Webwise will instil empathy, respect and resilience in pupils.
2. In the teaching of all subjects teachers aim to foster an attitude of respect for all, to promote diversity, to address prejudice and stereotypes and to highlight the unacceptability of bullying behaviour

* Building Self-Esteem

1. The school will endeavour to enhance the self-esteem of all pupils through specific lessons across all class levels.
2. Opportunities for team building exercises will be encouraged at an age appropriate level.
3. Many opportunities to reinforce positive behaviour arise daily which also enhances self-esteem.

* Whole School Approach

1. Each staff member will be made aware of the school’s Anti-Bullying Policy. It will be discussed and reviewed at least once every year at staff meetings.
2. Professional development in the area of anti- bullying will be encouraged.
3. Parents will receive a copy of this policy on their child’s enrolment. Parents will be encouraged to inform the school of any concerns that may arise.   
   This policy will be published on the school’s website.
4. Anti-bullying will be on the agenda for at least one Board of Management meeting each term. This policy will be discussed and reviewed annually by the Board of Management.

* Web Etiquette/Safe Surfing

1. The school has an Acceptable Use Policy which deals web etiquette and safe surfing. Parents receive a copy of this policy on their child’s enrolment.   
   Teachers will regularly discuss and review this policy at staff meetings.
2. The school has a web filter operating which controls the online content available.
3. Children will be taught appropriate online behaviour.
4. Specific lessons will focus on skills needed for surfing the web such as: effective and safe searching, downloading images and determining what online content can be trusted, communicating online or by text message at an age-appropriate level.
5. Issues such as the sharing of personal information online, the treating of others with respect, cyber bullying, responding to digital media and dealing with spam will be covered at an age-appropriate level.

* Children with Special Needs

1. Teachers will endeavour to create an atmosphere of inclusion for all pupils with disabilities or with SEN.
2. Approaches to decreasing the likelihood of bullying for pupils with SEN will focus on developing social skills, paying attention to key moments such as transitioning from primary to post-primary and cultivating a good school culture which has respect for all. Our school has a very fine tradition in this area as is demonstrated by our special class for children with autism.

Other strategies

* Positive reinforcement by teachers in classroom setting (e.g. Class dojo, Students of the week, Golden time, spot prizes, stars, stickers etc.)
* Modelling of respectful behaviour and language by teachers and staff.
* Promotion of extra-curricular activities which encourage co-operation among pupils (to extend this beyond sport).
* Rewarding incidents of good and improved behaviour and showing acts of kindness at class level and whole-school.
* Encouraging students to look out for each other and to be responsible for their own behaviour.
* All teachers are required to be vigilant on yard duty- record all incidences- monitor repeat offenders
* Immediate affirmation of children who report incidents of bullying which they have witnessed.
* Circle-time sessions, role-play, Socially Speaking programs and puppetry are methodologies which are used to discuss and explore issues of bullying.
* To prepare a "quiet room" (Library area) for circle time and other programs.
* Each class to have a set of class rules which compliment the school's Code of Behaviour.
* Ensure supervision at all times when pupils can access the internet.
* Teacher's face-book accounts should be private
* Sanctions for unauthorised use of the internet/electronic devices will be imposed as per the Code of Behaviour and AUP.
* All teachers to do a lesson on internet safety
* To focus on the topic of bullying on at least one school assembly Nov. of each school year as per the recommendations from Dealing with Bullying in Schools (Office of the Ombudsman for Children 2013).

**6.** The school's procedure for investigation, follow up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying are as follows:   
  
Incidents of Bullying will be dealt with on a staged basis.  
  
Stage 1   
All reports of bullying must be dealt with initially by the class teacher.

* When a pupil tells a teacher s/he is being bullied, it is important to gather all of the facts from both sides (What, where, when, who, why?). This will involve an interview with the alleged bully using template in Appendices.
* In investigating and dealing with bullying, the teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best to resolve the situation. (Principal to be made aware when a teacher is investigating a report).
* The aim for the class 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).
* Non-teaching staff will be encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them to the relevant teacher.
* The Teacher should take calm, unemotional, problem-solving approach.
* All sides are listened to separately and notes are taken.
* The notes are brief, factual and should be void of emotional, or judgemental language.
* Instances are investigated outside the classroom to avoid public humiliations.
* All interviews should be conducted with sensitivity and with due regards to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way. (See Anti bullying Procedures for Primary and Post -Primary Schools 6.8.9 page 30-31) for further suggestions.
* Where possible, a witness is present.
* It is explained to the alleged bully how hurtful their behaviour is and attempts are made to encourage them to empathise with the alleged victim.

Stage 2

If this child breaks promise and re-offends then the Principal or Deputy Principal with the class teacher will interview the child/children again. It is explained to them that this is their second time offending and that they have not committed to their promise. Again attempts will be made to resolve the situation. They are now advised that if they break this promise again, they will have a meeting with the principal and their parents in the office and could face suspension.

* Parents and pupils are required to co-operate with any investigations 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.
* Information spoken about should not become available, so that the victim would be further tormented. (Needs to know basis)

Stage 3  
  
If a child breaks their promise twice then the matter is referred to the Principal. The Principal meets with the child and the parent and the child may be suspended for up to 3 days. The Principal has the permission of the Board of Management to suspend for up to 3 days.  
  
Recording of incidents:

All incidents will be logged by class teacher and incidents which have not been adequately and appropriately addressed within 20 school days will be recorded by the class teacher on the recording template as in Appendix 3 (Anti bullying Procedures for Primary and Post -Primary Schools). This template will be completed in full and a copy given to the Deputy Principal and Principal. At least once every school term the Principal will provide a report to the BOM setting out the overall number of bullying cases reported by means of this template and confirmation that all cases are being dealt with in accordance with procedure.  
  
**7.** The school's programme of support for working with pupils affected by bullying is as follows:   
  
Pupils who are victims of bullying

1. Victims are reassured from the outset that they are not to blame.
2. Strategies for restoring self-esteem are explored between teacher and parents/guardians.
3. Where deemed necessary, the child in consultation with parents may be referred for counselling.
4. Staged approach- class support, school support (as per Continuum -Behavioural, Emotional and Social difficulties- NEPS).
5. Victims may be chosen for Drama Therapy sessions.

Pupils engaged in bullying behaviour

1. Where deemed necessary, the child in consultation with parents may be referred for counselling.
2. They may need to learn other ways of meeting their needs without violating the rights of others.
3. Empathy awareness needs to be developed. Bullies may be chosen for Drama Therapy sessions and personal development groups.
4. Staged approach - class support, school support (as per Continuum-Behavioural, Emotional and Social Difficulties- NEPS)
5. Clinical referral and assessment may be necessary.

* Incidents of bullying can extend beyond the school and the journey to and from school is one which can provide particular opportunities for bullying to occur. The school's policy could be given to those who are closely involved at this stage (e.g. coaches) so that if bullying behaviour is witnessed by them, that they may report it to the school.
* In certain cases too it may be necessary to invite assistance from formal agencies such as Gardai,(J.L.O) HSE, Local Youth Groups etc.
* The school will constantly remind parents of the dangers of "cyber- bullying" as can happen with the use of social networking sites and mobile phones. We also direct their attention to the school's internet Acceptable Use Policy (AUP).

The school cannot be responsible for disagreements between pupils that happen outside the school grounds but will make reasonable efforts to cooperate with parents in assisting them to resolve the issues.  
  
**8**. Supervision and Monitoring of pupils  
  
The BOM 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 BOM confirms that the school will, in accordance with its obligations under equality legislation, take all such steps that are reasonably practical 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 Travelling community.  
  
**10.** Evaluation of the effectiveness of the policy

The evaluation of the policy will happen on both an informal (through teacher observation) and formal basis (use of surveys and questionnaires).  
  
Success Criteria:

* Positive feedback from teachers, parents and pupils
* Well-being and happiness of the whole school community in the light of incidents of bullying behaviour encountered and fewer problems in the yard.
* Increase in numbers of children reporting

**11.**  This policy was adopted by the Board of Management on 11/03/2014   
  
**12.** This policy has been made available to school personnel, published on the school website and provided to the Parent's Association. A copy of the policy will be made available to the Department and patron if requested.  
  
**13.** This policy and its implementation will be reviewed by the BOM 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's association. A record of the review and its outcome will be made available, if requested, to the patron and to the Department.  
  
Signed:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
 (Chairperson of the BoM) (Principal)  
  
Date: 11/04/2014 Date: 11/04/2014

The following appendices are from the Anti-Bullying Procedures for Primary and Post Primary Schools.

**Appendix 2 Practical tips for building a positive school culture and climate**   
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 at all times.
* 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.
* 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 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 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 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.
* School staff can get pupils to help them to identify bullying “hot spots” and “hot times” for bullying in the school. Hot spots tend to be in the playground/school yard/outdoor areas, changing rooms, corridors and other areas of unstructured supervision. Hot times again tend to be times where there is less structured supervision such as when pupils are in the playground/school yard or moving classrooms.
* Support the establishment and work of student councils.

# 

# 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))\* |  |  | **4. Location** of incidents (tick relevant box(es))\* |  |
| Pupil concerned |  |  | Playground |  |
| Other Pupil |  |  | Classroom |  |
| Parent |  |  | Corridor |  |
| Teacher |  |  | Toilets |  |
| Other (please specify) |  |  | 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**

|  |
| --- |
|  |

1. **Details of actions taken**

|  |
| --- |
|  |

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Relevant Teacher) Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date submitted to Principal/Deputy Principal \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**\* Note:** The categories listed in the tables 3, 4 & 6 are suggested and schools may add to or amend these to suit their own circumstances.

**Appendix 4**

**Checklist for annual review of the anti-bullying policy** **and its implementation**

The Board of Management (the Board) must undertake an annual review of the school’s anti-bullying policy and its implementation. The following checklist must be used for this purpose. The checklist is an aid to conducting this review and is not intended as an exhaustive list. In order to complete the checklist, an examination and review involving both quantitative and qualitative analysis, as appropriate across the various elements of the implementation of the school’s anti-bullying policy will be required.

**Yes /No**

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

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Chairperson, Board of Management

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Principal