Scoil Chiaráin CBS

Anti-bullying Policy

Introductory Statement

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 Chiaráin CBS 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;
  - 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;
  - 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 teacher(s) for investigating and dealing with bullying is (are) as follows:**

    ✓ The relevant teacher (usually the class teacher)
    ✓ And where relevant, the principal or member of ISM

5. **The education and prevention strategies (including strategies specifically aimed at cyberbullying and identity-based bullying including in particular, homophobic and transphobic bullying) that will be used by the school are as follows:**

    o SPHE Curriculum
    o SPHE Programmes – Walk Tall / Circle Time etc.
    o Open and good communication between all stakeholders
    o Reporting of any incidents of behaviour that make a pupil feel unsafe
    o The promotion of positive well – being amongst our pupils – Weaving Well Being
    o Stay Safe Programme
    o Online Awareness Programme – Stay Safe Behind your Screens – workshop facilitated by Paula O Connor for 5th and 6th class – takes place on an annual basis
    o Fuse Programme – DCU Anti Bullying Programme – 3rd, 4th and 5th class participate
    o Code of Behaviour (currently under review and redevelopment)
    o The Berry Street Education Model
    o Engaging with outside agencies, as required, for support and guidance in areas of bullying, that may be beyond the experience and expertise of school staff.

This list is not exhaustive and is reviewed and amended, as necessary, to meet the evolving needs of our school.

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;**

o A positive school atmosphere and culture is key to creating a safe and open learning environment for the pupils of our school. In such an atmosphere, pupils will feel confident to talk of incidents that have caused them hurt, or upset.

o Any incident of an unkind nature, or suspected of being of a bullying nature, should be reported to any member of staff. This in turn will be brought to the attention of the relevant teacher, in most cases, the class teacher of the pupils involved.

o Pupils will be reminded that they can always discuss anything, in the confidence that their identity won't be divulged.

o The teacher will investigate the incident fully, ensuring that all involved have the opportunity to explain the incident, and be listened to, without judgement being made or conclusions drawn. This approach will encourage confidence amongst pupils and ensure that incidents are addressed fairly.

o The teacher will determine, in line with the definitions provided in this policy, if it is a case of bullying or a one off incident of unkind behaviour towards others.

o The teacher will employ strategies to address the incident, to ensure that it will come to an end and not to be repeated. These will be at the discretion of the teacher.

o The following will be a guide for teachers to determine if the matter has been resolved successfully;
  ✓ 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 parents or the school Principal or Deputy Principal;

o Good communication is key, and all parents/guardians will be informed of the matter, and how it will be resolved. Their support in the successful resolution is key to the successful implementation of the approach adopted.

o The incident, steps taken to resolution, communication etc will all be recorded by the relevant adults. This can take place using school incident books, the recording template issued by the DES etc.

o The BOM will be informed of any incidents of bullying, as defined by the Anti-Bullying Policy.

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

   o The supports needed for pupils who have been involved in bullying behaviour (victim and perpetrator) will be decided on a case by case basis.
   o Those employed will ensure that all children involved are supported, in all areas of need, as identified when dealing with the incident at hand.

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.
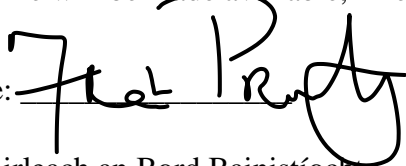
9. Prevention of Harassment;

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.

10. This policy was adopted by the Board of Management on 30th September 2013.

11. This policy has been made available to school personnel, published on the school website. A copy of this policy will be made available to the Department and the patron if requested.
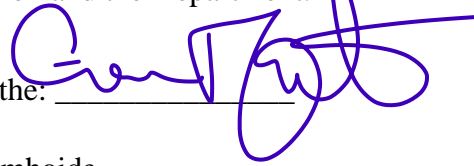
12. This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website (or where none exists, be otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Sínithe: _____   Sínithe: _____

Cathaoirleach an Bord Bainistíochta   Príomhoide

Dáta: 28/6/2021

Date of next Review _____ June 2022