Anti-Bullying Policy

Crosserlough 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 Crosserlough 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 –**

    o is welcoming of difference and diversity and is based on inclusivity
    o encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
    o 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

    o build empathy, respect and resilience in pupils; and

    o 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:

- Physical aggression, damage to property, name calling and intimidation.

- deliberate exclusion, malicious gossip and other forms of relational bullying

- Cyber-bullying

- 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.*

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4. The relevant teacher(s) for investigating and dealing with bullying is (are) as follows: (see Section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary Schools):

All class teachers in Crosserlough N. S.

Principal of Crosserlough N. S.

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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):*

- ➢ Stay Safe Programme
- ➢ RSE Programme- Lessons on Bullying
- ➢ Grow in Love Religion Programme
- ➢ Internet Safety Talks by guest Speakers
- ➢ Webwise- internet safety resources for different classes
- ➢ *Friends for life* Programme
- ➢ *Stand Up Get Up* (NEPs social skills learning programme for young adolescents)
- ➢ Posters promoting respect and acceptable behaviour displayed in classrooms
- ➢ Break time supervision of pupils by Class Teacher and/or yard duty Teacher
- ➢ School rules discussed with each class at the beginning of the first term, reminders throughout the year
- ➢ Seating arrangements in classroom
- ➢ Whole school collaboration- everyone is responsible for preventing bullying in our school

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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 (see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools)*

- ➢ A consistent and clear approach to dealing with bullying when it occurs is essential to effective practice.
- ➢ A pupil or parent may bring a bullying concern to any teacher in the school.
- ➢ The relevant teacher(s) will be informed and investigate the matter without undue delay.
- ➢ The Principal is routinely informed of any investigations.

Following procedures for investigating and dealing with bullying (see Section 6.8.9 of *the Anti-bullying Procedures for Primary and Post-Primary Schools)*

- ➢ If a teacher is not happy that the bullying behaviour has been adequately and appropriately addressed, it should be recorded by the teacher within 20 school days (xviii)
- ➢ If a parent is not satisfied, he/she are referred to the school's complaints procedures (xx).

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7. The school's programme of support for working with pupils affected by bullying is as follows (see Section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary Schools) :

- ➢ Pupils are given opportunities to participate in activities designed to raise their self-esteem, to develop their friendships and social skills and thereby build resilience whenever this is needed.
- ➢ Pupils involved in bullying behaviour need assistance on an ongoing basis.

> ➤ Learning strategies e.g. Stay Safe Programme applied within the school allow for the enhancement of the pupil's worth.
> ➤ Pupils who observe incidents of bullying behaviour are encouraged to discuss them with teachers.

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 _____ [date].

11. This policy has been made available to school personnel, published on the school website (or where none exists, is otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). 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.

Signed: <u>Fr Peter Mc Kiernan</u>   Signed: <u>Teresa Galligan</u>
 (Chairperson of Board of Management)   (Principal)

Date: _____   Date: _____

Date of next review: November 2022

Appendix 1. 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))*
>
> | | |
> |---|---|
> | Pupil concerned | |
> | Other pupil | |
> | Parent | |
> | Teacher | |
> | Other | |
>
> 4. **Location** of incidents (tick 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 the Traveller community | Other |
> |---|---|---|---|---|
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8. Brief Description of bullying behaviour and its impact

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9. Details of actions taken

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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