

Cloonlyon NS

Anti-bullying policy

Revised 2014

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 Cloonlyon NS has adopted the following anti-bullying policy within the framework of the school's overall code of behaviour. This policy fully complies with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools* which were published in September 2013.

2. The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:
 - A positive school culture and climate which-
 - is welcoming of difference and diversity and is based on inclusivity;
 - encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
 - promotes respectful relationships across the school community;
 - Effective leadership;
 - A school-wide approach;
 - A shared understanding of what bullying is and its impact;
 - Implementation of education and prevention strategies (including awareness raising measures) that-
 - build empathy, respect and resilience in pupils; and

- explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.
- Effective supervision and monitoring of pupils;
- Supports for staff;
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
- On-going evaluation of the effectiveness of the anti-bullying policy.

3. In accordance with the *Anti-Bullying Procedures for Primary and Post-Primary Schools* bullying is defined as follows:

Bullying is unwanted negative behaviour, verbal, psychological or physical conducted, by an individual or group against another person (or persons) and which is repeated over time.

The following types of bullying behaviour are included in the definition of bullying:

- deliberate exclusion, malicious gossip and other forms of relational bullying,
- cyber-bullying and
- identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.

Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's code of behaviour.

However, in the context of this policy, placing a once-off offensive or hurtful public message, image or statement on a social network site or

other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the school's code of behaviour.

4. The relevant teacher(s) for investigating and dealing with bullying is normally the class teacher or/and relevant teacher who observes bullying.

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 covered in the RSE program.

6. The school's procedures for (A) investigation, follow-up and recording of bullying behaviour and (B) the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows :

(A) Procedures for Reporting and Investigating Bullying Incidents:

Bullying incidents should be reported to the class teacher and/or the supervising teacher for investigation. This reporting may be done by the pupil, parent or a friend. All reported incidents which are serious or are part of a pattern of behaviour will be noted, investigated and treated as circumstances require. Serious cases of bullying will be reported to the Principal. Reports of bullying behaviour on the way to and from school will be investigated by the Principal.

(B) Implementation of education and prevention strategies including awareness raising:

- The prevention of bullying must be an integral part of the written anti-bullying policy of all primary and post-primary schools. Every school must document in its anti-bullying policy the specific education and prevention strategies that the school will implement. This must include documenting the measures being taken by the school to explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.

- As self-esteem is a major factor in determining behaviour, schools should, through both their curricular and extra-curricular programmes, provide pupils with opportunities to develop a positive sense of self-worth.
How: Incredible years, Active Schools, Zippy's Friends, Walk Tall, Curriculum areas such as History, Sport eg Cross Country
- Initiatives and programmes focused on developing pupils' awareness and understanding of bullying, including its causes and effects, should deal explicitly with the issue of identity-based bullying and in particular homophobic and transphobic bullying. For example, the inclusion of LGBT posters on notice boards, discussions with parents about specific statements of welcome and respect for LGBT members of the school community, teaching the Social, Personal, Health Education (SPHE) resource, *Growing Up LGBT* and participating in LGBT awareness events are just some of the ways in which a school can address homophobic and transphobic bullying.
How: RSE
- Prevention and awareness raising measures must also deal explicitly with cyber-bullying. The best way to address cyber-bullying is to prevent it happening in the first place. Prevention and any awareness raising measures should focus on educating pupils on appropriate online behaviour, how to stay safe while on-line and also on developing a culture of reporting any concerns about cyber-bullying. The school-wide approach and the role of parents is of importance in this regard. The prevention and awareness raising measures should also take into account the scope for cyber-bullying to occur as a result of access to technology from within the school.
- A school's approach to tackling and preventing bullying should take particular account of the needs of pupils with disabilities or with SEN, should join up with other relevant school policies and supports and should ensure that all the services that provide for such pupils work together. Approaches to decreasing the likelihood of bullying for pupils with SEN include improving inclusion, focusing 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 and helping one another as central.
How: Social skills group, Inclusion & integrated, Monitoring of pupils with SEN, Incredible Years, Walk Tall, Circle Time,

- A school's prevention and awareness raising measures need to be appropriate to the type of bullying and take into account the age and gender of the pupils involved. Each school must work to raise the awareness of bullying so that all members of the school community understand what bullying is and how the school deals with bullying behaviour.
How: Use of Code of Behaviour Contract which is sent home & signed by parents.
- Schools could for example choose to have a staff day on the subject of bullying complemented by an awareness day for pupils and parents. An awareness day can help give the parents of a pupil who is being bullied the confidence to approach the school and also helps to send a clear message to the parents of a pupil who is engaged in bullying behaviour that they have a major responsibility in addressing their child's behaviour. School will implement if deemed necessary.
- Teachers can influence attitudes to bullying behaviour in a positive manner through a range of curricular initiatives. There are a number of curriculum components and programmes which are particularly relevant to the prevention of bullying and the promotion of respect for diversity and inclusiveness. The SPHE curriculum makes specific provision for exploring bullying as well as the inter-related areas of belonging and integrating, communication, conflict, friendship, personal safety and relationships. The Stay Safe programme at primary level, is a personal safety skills programme which seeks to enhance children's self-protection skills including their ability to recognise and cope with bullying. Various other social, health and media education programmes can further help to address the problem of bullying behaviour.
- There is space within the teaching of all subjects to foster an attitude of respect for all: to promote the value of diversity; to address prejudice and stereotyping and to highlight the unacceptability of bullying behaviour. In English, there is a wide range of literature available which could be used to stimulate discussion. In Geography and History references to colonisation, exploitation and dictatorships could be used to illustrate the negative aspect of power. The work could be extended into many other areas such as Art, Drama, Religious Education, and Physical Education. Co-operation and group enterprise can be promoted through team sports, school clubs and societies as well as through

practical subjects. Sporting activities in particular can provide excellent opportunities for channelling and learning how to control aggression.

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

Responding to Bullying

Support will be provided for anyone who is bullied by offering them an immediate opportunity to talk about their experience with their teacher or other teacher, along with continuing support when they feel they may need it. A victim will be assured that the school community will help them and put monitoring procedures in place to safeguard them.

The school will inform parents/guardians of what has happened and of the measures being taken to help them, encourage them to report further incidences if they occur.

Help and support will be sought for a bully. This will include speaking with them to discover why they became involved, informing their parents/guardians and continuing to work with them in order to modify their behaviour. The school code of conduct applies to bullying. The bully will be helped to see things from the victims point of view. Bullies may be excluded from the playground at lunch break or subject to special monitoring procedures and if bullying continues they may be suspended in accordance with procedure.

Any pupil who is involved in retaliation against a pupil who reports bullying will be subject to the school code of conduct. Incidents of bullying will be used as opportunities for re-enforcing the anti-bullying policy of the school. Follow-up meetings may be arranged to assess progress and/or restore relationships.

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.

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.

This policy and its implementation will be reviewed by the Board of Management once in every school year. Notification that the review has been completed will be made available to school personnel, published on the school website . A record of the review and its outcome will be made available, if requested, to the patron and the Department.