Scoil Chronáin

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 St. Cronan’s SNS 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.

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.

**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*.

The ‘relevant teacher’ for investigating and dealing with incidences of bullying is the child’s main class teacher. Reports of bullying behaviour will be dealt with in accordance with the school’s anti bullying policy.

**The education and prevention strategies (including strategies specifically aimed at cyber- bullying and identity-based bullying) that will be used by the school are as follows:**

1. Friendship week. This will take place every year. Every child will receive 5 lessons based on the school’s anti bullying policy and code. Each class teacher will design the lessons based on the specific needs of the class. There are a huge number of resources available in the school for this campaign. Ms Doyle will organise this week as part of the school’s SPHE plan. . The school’s Anti bullying Code will be given to each child as homework for one night to read with parents during this week.
2. SPHE will be taught on a weekly basis in all classes. The subtopics which interlink with bullying and arise every year are- belonging and integrating, communication, conflict, friendship, personal safety and relationships.
3. The Stay Safe Programme will be taught to all the children in 3rd and 5th classes. It is a personal safety skills programme which seeks to enhance children’s self protection skills including their ability to recognise and cope with bullying.
4. The school staff will foster an atmosphere of friendship, respect, and tolerance. Children’s self esteem will be developed through celebrating individual differences, achievements, acknowledging and rewarding good behaviour and manners and providing opportunities fir success throughout the curriculum and school. Teachers will help pupils to develop empathy by discussing feelings and trying to put themselves in the place of others. Relationships with pupils will be based in mutual respect and trust so that pupils will have confidence in the school staff. Teachers will be vigilant, respond sensitively and caringly to pupils who disclose incidences of bullying and investigate all disclosed incidences of bullying.
5. Children with SEN will attend the SPHE lessons with their assigned mainstream class where possible and so receive anti bullying classes with them. Children with specific needs with regards to social skills will receive extra lessons dealing with awareness of bullying, self esteem, communication, friendship and relationships with their resource Teacher. The specific content of these programmes will vary and will be based on the needs of the children.
6. The school staff will continue to closely supervise the children exiting the school premises is an effective strategy to prevent unacceptable behaviour.

**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:**

Bullying incidents are reported to the class teacher or the supervising teacher. All reported incidences will be noted, investigated and treated as circumstances require. All cases of bullying will be reported to the Principal/Deputy Principal.

Support will be provided for anyone who is bullied by offering them an opportunity to talk about their experience with their teacher or Principal/Deputy Principal. Children will get continuing support as needed. A victim will be assured that the school community will help them, and monitoring procedures are put inplace to safeguard them. The school will inform parents/ guardians of what has happened and of the measures being taken to help the children. Parents are encouraged to report any further incidences if they occur.

The children with bullying behaviour will be helped to reform. The teacher or principal will speak with them to discover why they became involved. Their parents are informed as appropriate. The Code of Behaviour applies to bullying. The children will be helped to see things from the victim’s point of view.

Children who engage in bullying behaviour may be excluded from the playground at lunch time and are subject to special monitoring procedures. If the bullying behaviour continues they may be suspended in accordance with the Code of Behaviour. Any pupil who is involved in retaliation against a pupil who reports bullying will be subject to the school’s Code of Behaviour. Follow up meetings may be arranged to assess progress and or restore relationships.

**The school’s programme of support for working with pupils affected by bullying is as follows:**

Children who have experienced bullying are supported on an ongoing basis by the class teacher and Deputy Principal/ Principal.

Bullying situations are monitored to prevent reoccurance.

Parents are made aware of outside agencies eg, GP, Headstrong, Mater Camhs, Pieta House from whom they may seek further support.

**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.

**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 was adopted by the Board of Management on 6th October 2020

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 and the patron if requested.

This policy and its implementation will be reviewed by the Board of Management once in every school year.

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Chairperson of Board of Management) (Principal)

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**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, changingrooms, 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.

**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)

* Pupil concerned
* Parent
* Other Pupil
* Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4**. Location of incidents** (tick)

* Playground
* Classroom
* Teacher
* Toilets
* Corridor
* School Bus
* Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. **Name of person(s) who reported the bullying concern**:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. **Type of Bullying Behaviour** (tick )

* 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 Principal/Deputy Principal \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**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.

|  |  |  |
| --- | --- | --- |
| 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? | Yes | No |
| 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