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|  |  | **Clonaghadoo N.S.,**  **Geashill,**  **Co. Offaly**  **R35 W427 Phone: (057) 8628757**  **.** [clonaghadoosns2020@gmail.com](mailto:clonaghadoosns2020@gmail.com)  [www.clonaghadoons.weebly.com](http://www.clonaghadoo.weebly.com) |

**Anti-Bullying Policy**

2023-2024

**Introductory Statement:**

This policy was formulated following a consultative process which took place between staff, pupils, parents and members of the Board of Management. This policy operates in conjunction with and compliments the school’s Code of Behaviour.

**Our Position Statement:**

Clonaghadoo NS has a zero tolerance towards all forms of bullying. We aim to build a nurturing and caring culture of respect and a culture where aggression and bullying are not used to gain popularity, maintain leadership or influence others.

It is our intention to foster a harmonious environment which focuses on nurturing the unique potential of each individual student’s safety and well-being are at the top of our priority list. Students and School staff have a right to feel safe and be treated with dignity and respect. Co-operation between staff, parents, school management and pupils is essential in achieving this. Students and Parents understand that rights are balanced with responsibilities. If a bullying incident occurs at this school the student who has bullied and the student who has been bullied will be supported equally.

**Definition of Bullying:**

Bullying is unwanted negative behaviour, verbal, psychological or physical conducted by an individual or group against another person(s) and which is repeated over time. It includes relational bullying, cyber-bullying and identity-based bullying such as homophobic bullying. Isolated incidents of aggressive behaviour, which should not be condoned, do not necessarily constitute bullying. However, when the behaviour is systematic and ongoing it may be classified as bullying. Bullying is intentionally aggravating and intimidating and includes teasing, taunting, exclusion, extortion, pushing, pulling, kicking,etc.

It is important to keep a sense of balance in any discussion of bullying behaviour. There will always be name-calling, slagging, etc but repeated acts must be countered, hence the need for a whole-school set of procedures because bullying thrives in an atmosphere of uncertainty and secrecy where the victim feels a sense of hopelessness.

**Rationale:**

This policy was devised:

* To provide clear guidelines for teachers, parents and pupils
* To ensure consistency throughout the school
* To conform to legislation
* To maintain a safe, relaxed and happy atmosphere
* To protect all members of our school community from being bullied

**Aims:**

* To foster respect for self, others and property
* To create a school ethos which encourages children to disclose incidences of bullying behaviour
* To raise awareness of bullying as a form of unacceptable behaviour with school management, teachers, pupils, parents/guardians
* To ensure comprehensive supervision and monitoring measures through which all areas of school activity are kept under observation
* To develop procedures for noting and reporting incidents of bullying behaviour
* To develop procedures for investigating and dealing with incidents of bullying behaviour
* To develop a programme of support for those affected by bullying behaviour and for those involved in bullying behaviour
* To work with and through the various local agencies in countering all form of bullying and anti-social behaviour
* To evaluate the effectiveness of school policy on anti-bullying behaviour.

**Overview:**

Clonaghadoo N.S has a very important role to play, not just in a child’s academic development but also the child’s moral and social development. We strive to uphold standards of behaviour based on the principles of honesty, respect and consideration for others whilst maintaining the right of each child to an education free from disruption and harassment.

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(s) and which is repeated over time. It includes relational bullying, cyberbullying and identity-based bullying such as homophobic bullying.** The following types of behaviour are included in the definition of bullying:

* Deliberate exclusion, malicious gossip and other forms of relational bullying e.g 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.

**Types of Bullying**

**a) Pupils**

1. Physical Aggression: This includes pushing, shoving, and punching, kicking, poking and tripping people up. It may also take the form of severe physical assault. Primarily, it can be classified as ‘child to child’ bullying.

1. Damage to Property: Personal property can be the focus of attention for the bully; this may result in damage to clothing, school books and other learning material or interference with a pupil’s property. The contents of school bags and pencil cases may be scattered on the floor. Items of personal property may be defaced, broken, stolen or hidden.

1. Extortion: Demands for money may be made, often accompanied by threats (sometimes carried out) in the event of the victim not promptly “paying up”. Victims’ lunches may be taken. Victims may also be forced into theft of property for delivery to the bully. Sometimes, this tactic is used with the sole purpose of incriminating the victim.

1. Intimidation: Some bullying behaviour takes the form of intimidation: it is based on the use of very aggressive body language with the voice being used as a weapon. Particularly upsetting to victims can be the so-called ‘look’ – a facial expression which conveys aggression and/or dislike.

1. Isolation: A certain person is deliberately isolated, excluded or ignored by some or the entire class group. This practice is usually initiated by the person engaged in bullying behaviour. It may be accompanied by writing insulting remarks about the victim, by passing around notes about or drawings of the victim or by whispering insults about them loud enough to be heard.

1. Name Calling: Persistent name-calling directed at the same individual(s), which hurts, insults or humiliates should be regarded as a form of bullying behaviour; most name-calling of this type refers to physical appearance, e.g. ‘big-ears’, size or clothes worn. Accent or distinctive voice characteristics may attract negative attention. Academic ability can also provoke name-calling. This tends to operate at two extremes; first, there are those who are singled out for attention because they are perceived to be slow or weak, academically. At the other extreme are those who, because they are perceived as high achievers, are labelled ‘swots’, ‘brain boxes’, ‘teachers pets’etc.

1. Slagging: This behaviour usually refers to the good-natured banter which goes on as part of the normal social interchange between people. However, when this slagging extends to very personal remarks aimed again and again at the one individual about appearance, clothing, and personal hygiene or involves references of an uncomplimentary nature to members of one’s family, particularly if couched in sexual innuendo, then it assumes the form of bullying. It may also take the form of suggestive remarks about a pupil’s sexual orientation.

1. Bullying of School Personnel: Bullying of school personnel by means of physical assault, damage to

property, verbal abuse, threats to people’s families, etc.

**b) Staff / Parents**

A teacher may, unwittingly or otherwise, engage in, instigate or reinforce bullying behaviour in a number of ways:-

* Using sarcasm or other insulting or demeaning form of language when addressing pupils; making negative comments about a pupil’s appearance or background.
* Humiliating directly or indirectly, a pupil who is particularly academically weak or outstanding, or vulnerable in other ways
* Using any gesture or expression of a threatening or intimidatory nature, or any form of degrading physical contact or exercise.

1. If a parent lodges a complaint regarding the behaviour of a member of staff this issue must be dealt with through a formal meeting between the member of staff concerned and the parent / guardian. If unresolved it is referred to the Principal and ultimately to the B.O.M if the core issues remain unresolved.

1. In the case of a parent bullying a teacher the matter is referred to the Principal, and may subsequently move to B.O.M level

1. If a parent intimidates / strikes / humiliates a child in the school, the Principal will seek an immediate meeting with the parent involved and appropriate steps will be taken thereafter such as reporting to the DLP/ DDLP.
2. If there is an issue, parents must make an appointment to discuss the matter privately (It is not to be discussed in the classroom in front of other children or staff). This appointment can be made through use of the homework journal, telephone or Aladdin.

1. If the Principal is accused of bullying a parent / child and the issue is not resolved at a meeting between the parties involved, the matter is referred to the Board of Management.

**Effects of Bullying**

Pupils who are being bullied may develop feelings of insecurity and extreme anxiety and thus may become more vulnerable. Self-confidence may be damaged with a consequent lowering of their self-esteem, while they may not talk about what is happening to them, their suffering is indicated through changes in mood and behaviour. Bullying is very serious and has shown to sometimes result in self-harm and suicide. It is, therefore important to be alert to changes in behaviour as early intervention is desirable.

**Indications of Bullying Behaviour – Signs and Symptoms**

The following signs/symptoms may suggest that a pupil is being bullied:-

* Anxiety about travelling to and from school – requesting parents to drive or collect them, changing route of travel, avoiding regular times for travelling to and from school;
* Unwillingness to go to school, refusing to attend, mitching;
* Deterioration in educational performance, loss of concentration and loss or enthusiasm and interest in school;
* Pattern of physical illness (e.g. headaches, stomach aches);
* Unexplained changes in mood or behaviour, it may be particularly noticeable before returning to school after weekends or more especially after longer school holidays;
* Visible signs of anxiety or distress – stammering, withdrawing, nightmares, difficulty in sleeping, crying, not eating, vomiting, bedwetting;
* Spontaneous out-of character comments about either pupils or teachers;
* Possessions missing or damaged
* Increased requests for money or stealing money;
* Unexplained bruising or cuts or damaged clothing;
* Reluctance and/or refusal to say what is troubling him/her.

Those signs do not necessarily mean that a pupil is being bullied. If repeated or occurring in combination those signs do warrant investigation in order to establish what is affecting the pupil.

**Characteristics in Bullying Behaviour**

Schools recognize that any pupil can be a victim of, or perpetrator of bullying behaviour.

**The Victim**

Any pupil through no fault of their own may be bullied.

It is common in the course of normal play for pupils to tease or taunt each other. However, at a certain point, teasing and taunting may become forms of bullying behaviour. As pupils are quick to notice differences in others, pupils who are perceived as different are those more prone to encounter such behaviour. However, the pupils who are most at risk are those who react in a vulnerable and distressed manner. The seriousness and duration of the bullying behaviour is directly related to the pupil’s continuing response to the verbal physical or psychological aggression.

**The Bully**

It is generally accepted that bullying is a learned behaviour.

Pupils who bully tend to display aggressive attitudes combined with a low level of self-discipline. They can lack any sense of remorse; often they convince themselves that the victim deserves the treatment meted out. Pupils who bully can also be attention seeking; often they set out to impress bystanders and enjoy the reaction their behaviour provokes. They tend to lack the ability to empathise. They are unaware or indifferent to the victim’s feelings. Others seem to enjoy inflicting pain. It is of note that many bullies suffer from a lack of confidence and have low self-esteem.

It is not uncommon to find that pupils who engage in bullying behaviour are also bullied. They tend to be easily provoked and frequently provoke others.

**The school’s procedures for reporting, 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:**

**The primary aim 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);**

**The relevant teacher(s) for investigating and dealing with bullying are as follows:**

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| * The Principal will coordinate and monitor the implementation of this policy. * The class teacher has responsibility for dealing with incidences and following the approach in Section 6 * The Principal will investigate and deal with serious or repeated instances. * The pupils and parents will report instances of bullying. * The parents will support the staff in their responsibility to ensure all students safety and well being * There is also a responsibility on the entire school community/staff/pupils and parents to ensure they treat each other with dignity and respect   ***Any teacher may act as a relevant teacher if circumstances warrant it*** |

Every effort will be made to ensure that all involved (including pupils, parent(s)/guardian(s)) understand this approach from the outset.

**Reporting bullying behaviour**

* Any pupil or parent(s)/guardian(s) may bring a bullying incident to any teacher in the school.
* All reports, including anonymous reports of bullying, will be investigated and dealt with by the relevant teacher.
* Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher;

**Investigating and dealing with incidents:**

* In investigating and dealing with bullying, the (relevant) teacher will exercise his/her professional judgement to determine whether bullying has occurred within the school and how best the situation might be resolved; issues occurring outside the school will be referred to the parents.
* Parent(s)/guardian(s) and pupils are required to co-operate with any investigation 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;
* Teachers will take a calm, unemotional problem-solving approach.
* Where possible incidents will be investigated outside the classroom situation to ensure the privacy of all involved;
* All interviews will be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way;
* When analysing incidents of bullying behaviour, the relevant teacher will seek answers to questions of what, where, when, who and why. This will be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner;
* If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for her account of what happened to ensure that everyone in the group is clear about each other’s statements;
* Each member of a group will be supported through the possible pressures that may face them from the other members of the group after the interview by the teacher;

It may also be appropriate or helpful to ask those involved to write down their account of the incident(s)

In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parent(s)/guardian(s) of the parties involved will be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy). The school will give parent(s)/guardian(s) an opportunity of discussing ways in

* which they can reinforce or support the actions being taken by the school and the supports provided to the pupils;
* Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it will be made clear to her how she is in breach of the school’s anti-bullying policy and efforts will be made to try to get her to see the situation from the perspective of the pupil being bullied; it will be dealt with in accordance with the school sanctions for misbehaviour as follows:
* 1st offence-Oral warning
* If repeated bullying, a written promise not to repeat the behaviour
* On the 3rd repeated offence-parents will be called to a meeting. If it is a bullying incident, strategies agreed to end bullying will be followed (see anti-bullying policy)
* See full sanction on school “Code of Behaviour” on ongoing/serious misbehaviour sanctions. Further repeated bullying will be referred to the Board of Management and following investigation, may lead to possible suspension/expulsion
* It will also be made clear to all involved (each set of pupils and parent(s)/guardian(s)) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, her parent(s)/guardian(s) and the school;

**Follow up and recording**

All recording of bullying incidents will be done in an objective and factual manner.

The school’s procedures for noting and reporting bullying behaviour are as follows:

**Informal-pre-determination that bullying has occurred**

* All staff will keep a written record in the bullying log of any incidents witnessed by them or notified to them. e.g. incident book. All incidents must be reported to the relevant teacher
* While all reports, including anonymous reports of bullying will be investigated and dealt with by the relevant teacher, the relevant teacher will keep a written record of the reports, the actions taken and any discussions with those involved regarding same
* The relevant teacher will inform the principal of all incidents being investigated.

**Formal Stage 1-determination that bullying has occurred**

* If it is established by the relevant teacher that bullying has occurred, the relevant teacher will keep appropriate written records which will assist her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.
* Such records will be stored in the Principals Office.

**Formal Stage 2-Appendix 3 (From DES Procedures)**

The relevant teacher will use the recording template at **Appendix 3** to record the bullying behaviour in the following circumstances:

**Established intervention strategies**

* Teacher interviews with all pupils
* Negotiating agreements between pupils and following these up by monitoring progress. This can be on an informal basis or implemented through a more structured mediation process
* Working with parent(s)/guardian(s)s to support school interventions
* No Blame Approach
* Circle Time
* Implementing online questionnaires

In each of the circumstances above the recording template at **Appendix 3** will be completed in full and retained by the teacher in question and a copy provided to the Principal or Deputy Principal as applicable. The timeline for recording bullying behaviour in the recording template at **Appendix 3** will not in any way preclude the relevant teacher from consulting the Principal or Deputy Principal at an earlier stage in relation to a case.

**Referral of serious cases to the H.S.E.**

* In relation to bullying incidents *Children First National Guidance for the Protection and Welfare of Children 2011 (Children First) and the Child Protection Procedures for Primary and Post-Primary Schools* provide that in situations where “the incident is serious and where the behaviour is regarded as potentially abusive, the school must consult the H.S.E. Children and Family Social Services with a view to drawing up an appropriate response, such as a management plan”
* Serious instances of bullying will, in accordance with the *Children First and the Child Protection Procedures for Primary and Post-Primary Schools*, be referred to the H.S.E. Children and Family Services and/or Gardaí as appropriate.
* The *Child Protection Procedures for Primary and Post-Primary Schools* also provide that where school personnel have concerns about a child but are not sure whether to report the matter to the H.S.E., the Designated Liaison Person must seek advice from the H.S.E. Children and Family Social Services.

1. **The school’s programme of support for working with pupils affected by**

**bullying is as follows. Within the S.P.H.E. programme we will include programmes on Relationships/Conflict/Relaxation & Calming/Feelings/Resilence Building & Peer Mediation.**

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| The school’s programme of support for working with pupils affected by bullying is as follows:  **Bullied Pupils:**   * Ending the bullying behaviour * Changing the school culture to foster more respect for bullied pupils and all pupils * Changing the school culture to foster greater empathy towards and support for bullied pupils * Indicating clearly that the bullying is not the fault of the targeted pupil through the awareness-raising programme * Indicating clearly that the bullying is not the fault of the targeted pupil through the speedy identification of those responsible and speedy resolution of bullying situations * After resolutions, enabling bullied pupils to complete a victim-impact statement * Making adequate counselling facilities available to pupils, who need it in a timely manner e.g. Play/Art therapy * Helping bullied pupils raise their self-esteem by encouraging them to become involved in activities that help develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school)   **Bullying Pupils:**   * Making it clear that bullying pupils who reform are not blamed or punished and get a ‘clean sheet’ * Making it clear that bullying pupils who reform are doing the right and honourable thing and giving them praise for this * Making adequate counselling facilities to help those who need it learn other ways of meeting their needs besides violating the rights of others * Helping those who need to raise their self-esteem by encouraging them to become involved in activities that develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school) * Using learning strategies throughout the school and the curriculum to help enhance pupils’ feelings of self-worth * In dealing with negative behaviour in general, encouraging teachers and parents to focus on, challenge and correct the behaviour while supporting the child   In dealing with bullying behaviour seeking resolution and offering a fresh start with a ‘clean sheet’ and no blame in return for keeping a promise to reform |

1. **Supervision and Monitoring of Pupils**

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| 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. |

1. **Prevention of Harassment**

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| 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. |

* In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher will, as part of his/her professional judgement, take the following factors into account:

- 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 parent(s)/guardian(s)s or the school Principal or Deputy Principal

* Follow-up meetings with the relevant parties involved will be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable.
* Where a parent(s)/guardian(s) is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent(s)/guardian(s) must be referred, as appropriate, to the school’s complaints procedures.
* In the event that a parent(s)/guardian(s) has exhausted the school's complaints procedures and is still not satisfied, the school will advise the parent(s)/guardian(s) of their right to make a complaint to the Ombudsman for Children.

**Recording of bullying behaviour**

* In the case of a complaint regarding a staff member, this should normally in the first instance be raised with the staff member in question and if necessary, with the Principal. Intra-staff bullying will be dealt with under the procedures for positive staff relations in the INTO booklet “Working Together”.
* Where cases, relating to either a pupil or a teacher remain unresolved at school level, the matter should be referred to the School’s Board of Management. The Board may decide to impose sanctions which may include a period of suspension or in very serious cases, expulsion from the school in line with the Code of Behaviour Policy.

**Procedures for Investigating and Dealing with Bullying**

Teachers are best advised to take a calm unemotional problem-solving approach when dealing with incidents of bullying behaviour reported by pupils, staff or parents/guardians. Such incidents are best investigated outside the classroom situation to avoid the public humiliation of the victim or the pupil engaged in bullying behaviour. In any incident of bullying, the teacher should speak separately to pupils involved, in an attempt to get both sides of the story. All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information this way. When a teacher becomes aware that a child is regularly becoming involved in incidents, a record should be kept to:

* Aid memory by noting the details of the incident
* Provide clarity for future assessment
* Help in planning and intervention

Parents will be informed when a child’s behaviour is recorded in this way.

1. When analysing incidents of bullying behaviour, the school seeks answers to questions of what, where, when, who and why. This is done in a calm manner, thus setting an example in dealing effectively with a conflict in a non-aggressive manner.
2. If a group is involved, each member is interviewed individually and then the group is met as a group. Each member is asked for his/her account of what happened to ensure that everyone is clear about what everyone else has said.
3. If it is concluded that a pupil has been engaged in bullying behaviour, it is made clear to him/her that he/she is in breach of the Code of Behaviour and Discipline and the school endeavours to get him/her to see the situation from the victim’s point of view.
4. Each member of the group is helped to handle the possible pressures that often face them from the other members after interview by the teacher.
5. Teachers who are investigating cases of bullying behaviour must keep a written record of their discussions with those involved. We may also ask those involved to write down their account of the incident.
6. In cases where it has been determined that bullying behaviour has occurred, the Principal / Class teacher meets with the parents or guardians of the parties involved to explain the actions being taken and the reasons for them. Parents are advised as to how they can support the actions being taken by the school.
7. Depending on outcomes, the school may arrange follow-up meetings with the parties involved separately with a view to possibly bringing them together at a later date if the victim is ready and agreeable. This can have a therapeutic effect.

**Programme for Work with Victims, Bullies and their Peers**

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

**School-wide approach**

* 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, give constructive feedback to pupils when respectful behaviour and respectful language are absent and present.
* Display key respect messages in classrooms, in assembly areas and around the school. Involve pupils in the development of these messages. Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines. Catch them being good. Notice and acknowledge desired respectful behaviour by providing positive attention (Proud Cloud/ Wow Wall)
* Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas. Display rules and sanctions.
* Consistently tackle the use of discriminatory and derogatory language in the school. This includes homophobic and racist language that is belittling of pupils with a disability or SEN.
* 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.
* All staff can actively watch out for signs of bullying behaviour. Ensure there is adequate playground/school yard/outdoor supervision. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers.
* The fostering and enhancing of the self-esteem of all our pupils through both curricular and extracurricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions. Pupils involved in bullying behaviour need assistance on an on-going basis. For those low in self-esteem, opportunities should be developed to increase feelings of self-worth. Pupils who engage in bullying behaviour may need counselling to help them learn other ways of meeting their needs without violating the rights of others. Victims may need counselling and opportunities to participate in activities designed to raise their self-esteem and to develop their friendship and social skills whenever this is needed.
* Whole staff professional development on bullying to ensure that all staff develop an awareness of what bullying is, how it impacts on pupils’ lives and the need to respond to it-prevention and intervention.
* Parental information seminars.
* An annual audit of professional development needs with a view to assessing staff requirements through internal staff knowledge/expertise and external sources. Professional development with specific focus on the training of the relevant teacher(s)
* Development and promotion of an Anti-Bullying code for the school-to be included in student journals and displayed publicly in classrooms and in common areas of the school.
* The implementation of regular of all of the following:

-Annual Friendship Month - September

-Dedicated notice board in the school and classrooms on the promotion of friendship and bullying prevention

-Annual student summary

-Review during school assemblies 1 per term

* Encourage a culture of telling, with particular emphasis on the importance of bystanders. In that way pupils will gain confidence in ‘telling’. This confidence factor is of vital importance. It should be made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly
* Ensuring that pupils know who to tell and how to tell e.g.:

-Direct approach to teacher at appropriate time, for example after class.

-Hand note up with homework.

-Make a phone call to the school or to a trusted teacher in the school.

-Anti-bully or worry box.

-Get parent(s)/guardian(s) or friend to tell on your behalf.

-Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.

* Actively involve parents and/or the Parents Association in awareness raising campaigns around social media.
* The development of an Acceptable Use Policy in the school to include the necessary steps to ensure that the access to technology within the school is strictly monitored, as is the pupils’ use of mobile phones.
* 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.

**Implementation of curricular**

* The full implementation of the SPHE curricular and the RSE and Stay Safe Programme/Webwise Programme.
* Continuous Professional Development for staff in delivering these programmes.
* School wide delivery of lessons on bullying from evidence based programmes, e.g. Circle Time, Stay Safe Programme, The Walk Tall Programme
* The school will specifically consider the additional needs of SEN pupils with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately.
* The school will implement the advice in “Sexual Orientation advice for schools” (RSE Primary, see booklet).

**Links to other policies**

-Our Anti Bullying Policy is linked to all of the following school policies:

-Code of Behaviour/Child Protection Policy/Supervision of pupils/Acceptable Use Policy/Attendance/e-Learning Policy/Policy on mobile phone use.

**SCHOOL WORKING WITH AND THROUGH THE VARIOUS LOCAL AGENCIES IN COUNTERING ALL FORMS OF BULLYING AS AN ANTI – SOCIAL BEHAVIOUR**

As previously stated, we encourage a whole community approach to the problem of bullying behaviour. The school as a community is made up of management, teachers, non-teaching staff, pupils and parents/guardians. However, incidents of bullying behaviour may extend beyond the school. It is necessary, for an anti-bullying school policy to embrace, as appropriate, those members of the wider school community who come directly in daily contact with school pupils. Through such approaches, a network is formed. In certain cases, however, it may be necessary to invite the assistance of other local persons and formal agencies such as general medical practitioners, Gardaí, health boards with their social workers and community workers.

A positive community attitude and involvement can, therefore, assist considerably in countering bullying behaviour in schools and this is something we encourage. The promotion of relevant home/school/community links is important for all schools in regard to countering bullying behaviour and should also be encouraged as a normal part of the schools smooth operation.

**Success Criteria**

Clonaghadoo N.S will evaluate the effectiveness of its anti-bullying policy on the basis of information taken from:

* Change in behaviour of bully and victim
* Reduction in bullying incidences
* Teacher observation
* Parental feedback

**Roles and Responsibilities**

The plan will be implemented and developed by the teachers, and supported by the Board of Management.

**Timetable for Review:** The policy will be reviewed in 2024 or earlier if circumstances warrant.

**Ratification and Communication:**

This reviewed policy was ratified by the Board of Management on 25/09/23 and is available to parents on request from the office or to view on the school website: www.clonaghadoons.weebly.com

Bernadette Clear, Chairperson, BOM:

Grainne Finnerty, Principal, Secretary of BOM:

Date: 25/09/23

**1. Name(UID) of pupil being bullied and class group**

Name(UID) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Class\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**2. Name(s)/ (UIDs) and class(es) of pupil(s) engaged in bullying behaviour**

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| **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 |  |  | Other |  |
|  |  |  |  |  |

**5. Name (UID) 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**

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|  |

1. **Details of actions taken**

|  |
| --- |
|  |

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

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

***Unique Identification Code (UID) Numbers will be recorded for each child. Names will not be disclosed on this form.***