Scoil Mhuire Gan Smál

Creagh,

Ballinasloe.

Roll Number: 17198S

School Policy for Anti-Bullying Incorporating Cyber- Bullying

	Date
Staff Consultation	October 2020
Ratified by BoM	October 2020

Signed:
Chairperson, BoM: _____
Principal Creagh N.S: _____

Date: _____

Contents of the Anti Bullying Policy

List of Appendices

Appendix A	• List of support documentation and policies relevant to the anti bullying policy
Appendix B	• Table A: Key Elements of a positive school culture and climate (PDST) • Sample Action Plan to promote a positive school culture and climate. (PDST) • Practical tips for building a positive school culture and climate (DES)
Appendix C	• Template for Recording Bullying Behaviour (DES)
Appendix D	• Checklist for annual review of the anti bullying policy and its implementation (DES)
Appendix E	• Notification regarding the Board of Management's annual review of the anti bullying policy (DES)
Appendix F	• Cyber Bullying Advice for Parents by Marian Flanagan M.Ed., (Anti Bullying Tutor, Trinity College, Dublin)
Appendix G	• Indicators
Appendix H	• Creagh N.S. Measures to deal with Cyber-bullying

Anti-Bullying Policy

Introductory Statement

This Anti Bullying Policy has been formulated, following a consultative process with the school's Board of Management, the Principal, the Staff, the Pupils and their Parents/Guardians. It has been prepared In accordance with the requirements of the Education Act 1998, the Education (Amendment) Act 2012; the Education (Welfare) Act 2000, the Equal Status Act (2000-2004), the Children First Act (2015); Children First National Guidance for the Protection and Welfare of Children (2017); DES Child Protection Procedures for Primary and Post Primary Schools (2017) and the Code of Behaviour guidelines issued by the NEWB, and it fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools which were published by the Department of Education and Skills in September 2013. This policy aims to promote positive relationships built on mutual respect among the school community. It should be read in conjunction with the following school policies: Code of Behaviour; Child Protection/ Child Safeguarding Statement and Risk Assessment (from March 11th 2018) Supervision of Pupils; Acceptable Use (I.T.); Attendance; SPHE; Mobile Phone; Yellow Flag Diversity Code and Complaints Procedure. The procedures presented in the document Working Together (INTO) and the Code of Professional Conduct for Teachers (2nd Edition 2012) will also be followed in relation to adult bullying.

Rationale

Pupils and staff are entitled to a secure, happy and friendly environment in order to learn and teach effectively. Each member of the school community has a right to feel safe and secure in school – physically, emotionally and psychologically. Providing a safe environment is the responsibility of the whole school community. Parents play a crucial role in safeguarding their children, particularly in relation to their child's use of the internet and communications technology.

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) 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;

A positive school culture and climate is fundamental. Staff will periodically review the culture and climate within the school using the PDST Template (referenced as Table A). Additionally, the Action Plan recommended by PDST will form an important part of this school's on going school self evaluation.

(b) Effective leadership

(c) A whole school approach

(d) A shared understanding of what bullying is and its impact

(e) 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;

(f) Effective supervision and monitoring of pupils

(g) Supports for staff

(h) Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and

(i) On-going evaluation of the effectiveness of the anti-bullying policy.

3.**Definition**

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.

Cyber- Bullying

Cyber-bullying can also be very damaging to individuals and disruptive to school life. Although new technology brings incredible opportunities for educators as well as young people, it is crucial that everyone knows how to use technology responsibly and that policies are in place to support and encourage responsible use.

While this policy addresses issues related to cyber bullying of students this policy also applies to all school staff including teaching staff, SNAs, Secretary, Caretaker, parents/guardians and others insofar as measures under the policy relate to them.

This policy applies to activities and events that take place:

- During school time (include break times)
- Going to and from school
- School tours/trips
- Extra curricular activities

Creagh National School reserves the right to take action against bullying perpetrated outside the school, which spills over into the school.

The policy aims to ensure that:

1. Students, staff, parents and guardians know about cyber bullying and its effects;

2. Members of the school community have the knowledge, policies and procedures to prevent and if necessary, to deal with cyber bullying in school or within the school community;

3. The school monitors the effectiveness of its procedures and amends them where necessary.

Examples of bullying behaviours (This list is non-exhaustive)

General behaviours which apply to all types of bullying	- Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc. - Physical aggression - Damage to property - Name calling - Slagging - The production, display or circulation of written words, pictures or other materials aimed at intimidating another person - Offensive graffiti - Extortion - Intimidation - Insulting or offensive gestures - The "look" - Invasion of personal space - A combination of any of the types listed.
Cyber	**Denigration**: Spreading rumours, lies or gossip to hurt a person's reputation **Harassment**: Continually sending vicious, mean or disturbing messages to an individual **Impersonation**: Posting offensive or aggressive messages under another person's name **Flaming**: Using inflammatory or vulgar words to provoke an online fight **Trickery**: Fooling someone into sharing personal information which you then post online **Outing**: Posting or sharing confidential or compromising information or images **Exclusion**: Purposefully excluding someone from an online group

	• **Cyber stalking**: Ongoing harassment and denigration that causes a person considerable fear for his/her safety
	• Silent telephone/mobile phone call
	• Abusive telephone/mobile phone calls
	• Abusive text messages
	• Abusive email
	• Abusive communication on social networks e.g. Facebook/Ask.fm/ Twitter/You Tube or on games consoles
	• Abusive website comments/Blogs/Pictures
	• Abusive posts on any form of communication technology

Identity Based Behaviours
Including any of the nine discriminatory grounds mentioned in Equality Legislation (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).

Homophobic and Transgender	• Spreading rumours about a person's sexual orientation • Taunting a person of a different sexual orientation • Name calling e.g. Gay, queer, lesbian...used in a derogatory manner • Physical intimidation or attacks • Threats
Race, nationality, ethnic background and membership of the Traveller community	• Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background • Exclusion on the basis of any of the above
Relational	This involves manipulating relationships as a means of bullying. Behaviours include: • Malicious gossip • Isolation & exclusion • Ignoring • Excluding from the group • Taking someone's friends away • "Bitching"

	• Spreading rumours • Breaking confidence • Talking loud enough so that the victim can hear • The "look" • Use or terminology such as 'nerd' in a derogatory way
Sexual	• Unwelcome or inappropriate sexual comments or touching • Harassment
Special Educational Needs, Disability	• Name calling • Taunting others because of their disability or learning needs • Taking advantage of some pupils' vulnerabilities and limited capacity to recognise and defend themselves against bullying • Taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and social cues. • Mimicking a person's disability • Setting others up for ridicule

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

The Relevant Teachers in this school are:

All teaching staff have a crucial role to play in this regard.

The overall responsibility for investigating and dealing with bullying lies with **Mr Noel Lohan, Principal (Acting),** assisted by **Áine Bleahene, Deputy Principal (Acting) .**

5. **Education and Prevention Strategies** (including strategies specifically aimed at cyber-bullying, homophobic and transphobic bullying) that will be used by this school are as follows:

Whole School Approach

- A whole school approach to the fostering of **respect** for all members of the school community. This is a also a core value of the school's mission statement and the school's Code of Behaviour policy.

- The promotion of the value of diversity to address issues of prejudice and stereotyping, and highlight the unacceptability of bullying behaviour.

- 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.

- Whole staff professional development on bullying to ensure that all staff develops an awareness of what bullying is, how it impacts on pupils' lives and the need to respond to it-prevention and intervention.

- 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 staff.

- Whole school awareness raising and training on all aspects of bullying, to include pupils, parent(s)/guardian(s) and the wider school community. This will be achieved in this school through the organisation of guest speakers and training may be also arranged through the local education centres. *In the current climate of restrictions because of Covid-19, all such activities will be remote based until the school is informed otherwise.* (Athlone and Galway).

- Supervision and monitoring of classrooms, corridors, school grounds, class field trips and extra- curricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers. Supervision will also apply to monitoring student use of communication technology within the school.

- Involvement of the student body in contributing to a safe school environment e.g. Buddy system, Prefects and other student support activities that can help to support pupils and encourage a culture of peer respect and support. *(Because of restrictions necessary due to Covid-19, classes will not mingle with other classes until the school is informed that it is no longer necessary for the 'bubble/pod' system to remain in place)*

- Development and promotion of an Anti-Bullying code for the school will be included in student journals and displayed publicly in classrooms and in common areas of the school. Anti-Bullying posters will be displayed at intervals throughout the school.

- The school's anti-bullying policy is discussed with pupils and all parent(s)/guardian(s)s are given access to a copy as part of the Code of Behaviour of the school. Acceptance of the terms and conditions of the Anti Bullying Policy is implied on enrolment in this school.

- The implementation of regular whole school awareness measures e.g. a dedicated notice board in the school and classrooms on the promotion of friendship, and bullying prevention; annual Friendship Week and parent(s)/guardian(s) seminars; annual or termly student surveys; regular school assemblies by principal, deputy principal, are among the measures that will be undertaken by this school.

- This school encourages 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.:

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

    o Hand note up with homework.

    o Worries Box

    o Stay Safe Programme

    o Fun friends/ Friends for Life programmes.

    o Weaving Wellbeing

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

    o Administer a confidential questionnaire once a term to the class if concerns arise.

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

- This school encourages parent(s)/guardian(s) to contact the school if they suspect that their child is being bullied. This is done by ringing the school where arrangements will be made for a remote meeting between the relevant parties to take place. In most cases, the first port of call will be the class teacher. The principal/ deputy principal will become involved if necessary.

- The on-going use of our Acceptable Use Policy in the school includes the necessary steps to ensure that the access to technology within the school is strictly monitored. Pupils are not allowed to have mobile phones in school. Where remote leaning

becomes necessary, the Acceptable Use Policy remains in place.

Implementation of curricula

- The full implementation of the SPHE Curriculum and the RSE and Stay Safe Programmes. It is normally school policy that the Stay Safe/ RSE Programme be covered in all classes on 2 year rota basis during the months of January - April. *Because of the exceptional school closure (March- June 2020) and the subsequent need to ensure all aspects of these courses were fully covered, all class will cover both the Stay Safe and RSE programmes in the first term of 2020/2021*

- Continuous Professional Development for staff is provided in delivering these programmes*. (This will be delivered remotely where necessary until schools are informed it is safe to attend face-face sessions)*

- Whole school delivery of lessons on bullying from the following evidence based programmes: Stay Safe Programme, The Walk Tall Programme, RSE programme.

- School wide delivery of lessons on **Relational aggression**, **Cyber Bullying**, (Webwise), **Homophobic and Transphobic Bullying and Diversity and Interculturalism.**

- Participation in national programmes which promote inclusion and diversity. The school first became involved in the **Yellow Flag Programme** during the school year 2013-2014**.**

- *Delivery of the Garda SPHE Programmes at primary level where available and when it is safe to do so.* These lessons, delivered by Community Gardai, cover issues around personal safety and cyber-bullying.

- This school gives careful consideration to 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 provided by PDST in relation to sexual orientation.

Links to other policies are listed in the Introductory Statement to this policy.

Parents

Parents play a crucial role in educating their children how to relate to others, and in teaching the value of respecting others. Parents are asked to talk to their child regularly about their school day and to encourage their child to tell them if someone is making school difficult or uncomfortable for them. The school welcomes and encourages reports from parents in this regard. Parents may communicate any concerns that they might have to the class teacher and/or to the Principal/Deputy Principal.

Parents are requested to monitor their child's use of the internet and ICT to guard against cyber-bullying. Parents are advised to ensure that privacy settings on any social media websites that their child has access to are maintained at a high level. Periodic talks on how to recognise and combat bullying will be provided for parents, as part of whole school training in this area. Parents will also be invited to submit suggestions to the review of this policy.

Pupils

All pupils have a right to feel safe in this school. Pupils are encouraged to report any bullying behaviour that they **experience or witness** to any teacher, to the Principal or Deputy Principal. Bystanders (those that witness a bullying incident) who laugh or clap when someone else is being harmed or repeatedly ridiculed, are encouraging bullying behaviour. In making a report pupils are standing up for their own rights and the rights of others. Pupils will be given opportunities to complete age appropriate confidential questionnaires/ surveys on their experience of bullying within the school. This will be used as an exercise to raise awareness, to identify pupils at risk and also to highlight areas that require further attention to prevent bullying behaviour. Pupils will be given an opportunity to submit suggestions to the review of this policy.

Procedures for Investigating and Dealing with Bullying

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 school's procedures must be consistent with the following approach.
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), , 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 (Style of Approach)

- In investigating and dealing with bullying, the (relevant) teacher will exercise his/her professional judgement, with the support of the eleven indicators outlined in Section 3.2 of the DES Procedures (2013) and included in this policy in **Appendix G**, to determine whether bullying has occurred and how best the situation might be resolved;

- 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 should take a calm, unemotional problem-solving approach.

- Where possible incidents should be investigated outside the classroom situation to ensure the privacy of all involved;

- 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 in this way;

- When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why. This should 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 his/her account of what happened to ensure that everyone in the group is clear about each other's statements;

- Each member of a group should be supported through the possible pressures that may face them from the other members of the group after the interview by the teacher/ teachers;

  It may also be appropriate or helpful to ask those involved to write down their account of the incident(s). *All such interviews will be undertaken in line with the procedures specified in this school's Child Protection Policy*

- 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 him/her how he/she is in breach of the school's anti-bullying policy and efforts will be made to try to get him/her to see the situation from the perspective of the pupil being bullied;

- It must 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, his or her parent(s)/guardian(s) and the school;

Follow up and recording

- In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, 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) will 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

It is imperative that all recording of bullying incidents must 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 must keep a written record of any incidents witnessed by them or notified to them. All incidents must be reported to the relevant teacher.

- While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher must keep a written record of the reports, the actions taken and any discussions with those involved regarding same

- The relevant teacher must 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 must keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.

Formal Stage 2-Appendix C (From DES Procedures)
The relevant teacher must use the recording template at **Appendix C** to record the bullying behaviour in the following circumstances:

 a) in cases where he/she considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour occurred; and

b) Where the school has decided as part of its anti-bullying policy that in certain circumstances bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable.

The school should list behaviours that must be recorded and reported immediately to the principal. These should be in line with the school's code of behaviour.

Record Keeping
The school is obliged to keep records. Records of bullying behaviour will be filed separately from the student's general file.
Retention of Records
Litigation in relation to a school's duty of care may be initiated some years after a student has left the school. In the case of very serious incidents, an end date will not be put on the storage of data.
Formal Records will be stored securely in the Principal's Office. Notes and records made by the teacher will be stored in a locked filing cabinet in the classroom. These notes may be required to inform details included in a formal report.

Established intervention strategies
- Teacher interviews with all relevant pupils to ascertain an outline of the allegation/incident

- 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

- Restorative interviews

- Restorative conferencing

- Implementing questionnaires

7. **Programme of Support** for working with pupils affected by bullying is as follows

- All in-school supports and opportunities will be provided for the pupils affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience e.g.

  ✓ SPHE Curriculum

  ✓ Drama Curriculum

  ✓ Circle Time

  ✓ Pastoral Care Team Support

  ✓ Religious Education Programme

- If pupils require counselling or further supports the school will endeavour to liaise with the appropriate agencies to organise same. This may be for the pupil affected by bullying or involved in the bullying behaviour.

- Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.

8. Supervision and Monitoring Policies:

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.

The following questions have been addressed in relation to the supervision policy:

- Are there agreed appropriate monitoring and supervision practices in the school?

- Have bullying danger spots and times when pupils may be vulnerable been identified?

- Have parents and pupils been consulted in the identification of these danger spots?

- How will the student support/care structures support measures to counteract bullying behaviour?

- How will pupils, in particular senior pupils and school prefects, be involved as a resource to assist in counteracting bullying?

- In relation to Acceptable Use Policy in the school are the following issues addressed:

  o Are all Internet sessions supervised by a teacher?

  o Does the school regularly monitor pupils' Internet usage?

  o Have pupils been instructed to use only approved class accounts for email purposes and to use these only under teacher supervision?

Social networking sites are not available on the school's broadband service.

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. Adoption of Policy

This Anti Bullying Policy was adopted by the Board of Management on **1st April 2014** and it is **reviewed annually**.

11. Publication of Policy

This policy has been made available to school personnel, published on the school website and provided to the Creagh Parents' Association. Translated copies and additional hard copies will be available on request. A copy of this policy will be made available to the Department and the patron if requested.

12. Review

This policy and its implementation will be reviewed by the Board of Management once in every school year. It will be included as an item on the agenda for staff meetings and Board of Management meetings. Written notification that the review has been completed will be made available to school personnel, published on the school website www.creaghns.com and provided to the Parents' Association. A record of the review and its outcome will be made available, if requested, to the patron and the Department of Education and Skills

Date of most recent review: **O**

13. Success Criteria

Indicators of success of this policy:

a) Positive feedback from staff, pupils and parents.

b) Observation of behaviour in classrooms, corridors and playground

c) On going school self evaluation

14. General Comment

The Board of Management will be informed of complaints received by the school at each meeting, how they are progressing, how long they are active and if intervention by the Board would be helpful.

This policy was signed on behalf of the Board of Management following its ratification on **April 1st 2014**.

Signed: Fr Declan Mc Inerney **Chairperson BOM**
Signed: Stephanie Keating **Principal**

This policy is reviewed annually. It was most recently reviewed and ratified by the BOM on **October 19th 2020**

Signed: Mr Frank Gallagher _____**Chairperson BOM**
Signed: Noel Lohan _____ **Principal (Acting)**

Appendices

<u>Appendix A</u>

<u>Policies related to the Anti Bullying Policy</u>

Child Protection Policy/ Child Safeguarding Statement (from March 11th 2018)

Code of Behaviour Policy

Data Protection Policy

Mobile Phone Policy

Supervision of Pupils

Acceptable Use Policy (I.T.)

Complaints Procedure Policy

Promoting Positive Attendance Policy

Code of Professional Conduct for Teachers

Working Together (INTO)

Health, Safety and Welfare Statement and Policy

UN Rights of the Child

Yellow Flag Diversity Code.

<u>Legislation relevant to this policy</u>

Education Act (1998)

Education (Amendment) Act 2012

Education (Welfare) Act 2000

Equal Status Act (2000-2004)

Children First Act (2015)

<u>Documentation used to compile this policy</u>

DES Circular 0045/2013

Anti Bullying Procedures for Primary and Post-Primary Schools (DES 2013)

PDST online material, which supports DES procedures as outlined above (www.pdst.ie/ accessed March 2013)

Appendix B

Key elements of a positive school culture and climate (DES Anti Bullying Procedures)

Areas of focus (Yes or No)

- The school acknowledges the right of each member of the school community to enjoy school in a secure environment.

- The school acknowledges the uniqueness of each individual and his/her worth as a human being.

- The school promote positive habits of self-respect, self-discipline and responsibility among all its members.

- The school prohibits vulgar, offensive, sectarian or other aggressive behaviour or language by any of its members.

- The school has a clear commitment to promoting equity in general and gender equity in particular in all aspects of its functioning.

- The school has the capacity to change in response to pupil's needs.

- The school identifies aspects of curriculum through which positive and lasting influences can be exerted towards forming pupils' attitudes and values.

- The school takes particular care of 'at risk' pupils and uses its monitoring systems to facilitate early intervention where necessary and it responds to the needs, fears or anxieties of individual members in a sensitive manner.

- The school recognises the need to work in partnership with and keep parents informed on procedures to improve relationships on a school-wide basis.

- The school recognises the role of parents in equipping the pupil with a range of life-skills.

- The school recognises the role of other community agencies in preventing and dealing with bullying.

- The school promotes habits of mutual respect, courtesy and an awareness of the interdependence of people in groups and communities

- The school promotes qualities of social responsibility, tolerance and understanding among all its members both in school and out of school

- Staff members share a collegiate responsibility, under the direction of the Principal, to act in preventing bullying/aggressive behaviour by any member of the school community

<u>Appendix B Continued</u>

Sample Action Plan to promote a positive school culture and climate

Tasks: What steps we need to take	Who will do it?	When will it be done by?	Complete Ongoing Deferred
As a staff we will model respectful behaviour to all members of the school community at all times	All Staff		Ongoing
We will explicitly teach pupils at all class levels what respectful language and behaviour looks like, acts like, sounds like in class and around the school.	All Staff		Ongoing
We will engage in CPD events in relation to Anti-Bullying and also set aside planning time as a staff for this area	All Staff	June 2014 and ongoing	
We will agree key respect messages and display them in classrooms, assembly areas and around the school. The pupils will be involved in the development of these messages and they will be cross referenced with the Code of Behaviour.	Staff representatives per class level.		Ongoing
We will 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.	All Staff		Ongoing

Appendix C

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 all relevant boxes)

Pupil concerned	
Other Pupil	
Parent	
Teacher	
Other	

4. Location of incidents (Tick all relevant boxes)

Playground	
Classroom	
Corridor	
Toilets	
School Bus	
Other	

5. Name of person who reported the bullying concern

6. Type of Bullying Behaviour (Tick all relevant boxes)

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 (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 _____

Appendix D

Checklist for annual review of the anti-bullying policy and its implementation

Has the BOM formally adopted an anti-bullying policy that fully comprises with the requirements of the *Anti-Bullying Procedures for Primary and Post Primary Schools*	
Has the BOM published the policy on the school website and provided a copy to the Parents' Association?	
Has the BOM ensured that the policy has been made available to school staff, including new staff?	
Is the BOM satisfied that school staff, are sufficiently familiar with the policy procedures to enable them to effectively and consistently apply the policy and procedures in their day to day work?	
Has the BOM 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 BOM satisfied that all teachers are recording and dealing with incidence in accordance with this policy?	
Has the BOM received and minuted the periodic summary reports of the Principal?	
Has the BOM discussed how well the school is handling all reports of bullying including those addressed at any 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 _____ **Chairperson BOM**

Signed _____ **Principal**

Date: _____

Appendix E

Notification regarding the Board of Management's annual review of the anti- bullying policy (DES)

To **Creagh NS School Community**

The Board of Management of SN Muire Gan Smál wishes to inform you that:

The BOM annual review of the school's anti-bullying policy and its implementation was completed at the Board meeting of **January 22nd 2018**

This review was conducted in accordance with the checklist set out in Appendix 4 of the Department's *Anti-Bullying Procedures for Primary and Post-Primary Schools.*

Signed _____

Mr Frank Gallagher, Chairperson BOM

Signed: _____

Ms Stephanie Keating, Principal.

Date: January 22nd 2018

<u>Appendix F</u>

Cyber Bullying Advice for Parents by Marian Flanagan M.Ed. (Anti Bullying Tutor Trinity College, Dublin)

1. ***Educate yourself about online safety issues.*** Banning a child from certain sites may only motivate them to spend more time on them, whereas educating your child on how to keep safe will give them the tools they need to navigate their online world without being hurt. If the parents know the dangers themselves, this sets and example to the child to understand them as well.

2. ***Keep personal information private***. Teach your children not to give out their names, addresses, phone numbers, schools, passwords or other personal information online.

3. ***Get software help***. Family safety software is becoming extremely easy and effective to use in filtering dangerous content. Additionally, this software usually comes with tools like time management, remote monitoring and reporting, making the internet a safer place for your children.

4. ***Know the dangers associated with the sites your children frequent***. Whether it's Facebook or other social networking sites, by being aware of the potential pitfalls of the different sites and educating your children, you can help them have a safer internet experience.

5. ***Set boundaries with your children***. Let your children know that if they find themselves confronted with something that makes them feel uncomfortable such as cyber-bullying or graphic content, they should switch off the monitor and come and tell you about it.

6. ***Time Management***. Set out ground rules of what times your children can use the internet (i.e. when you are there) and for how long.

7. ***Online code of conduct contract***. Giving your children specific guidelines to follow will ensure they know where they stand when it comes to how they use the internet as well as the consequences when they breach the rules. If a parent enforces consequences consistently, their children will be more likely to follow the rules.

8. ***Computers in family rooms, not bedrooms***. With PCs in the open, children will be less inclined to view and access material that may not be acceptable, or to spend long amounts of time online.

9. ***Open Communication***. Open communication and trust is extremely valuable. By letting children know what is expected of them and that their safety is the main focus for the rules and restrictions, they will feel that if something goes wrong they can approach you to resolve the issue without feeling they are in trouble or will lose all access to the internet.

10. ***Get to know your children's online friends***. Spend time getting to know who your children are hanging out with online just like you would if they were in person.

<u>Appendix G</u>

<u>Indicators that a pupil is being bullied</u>

The following signs and systems may suggest that a pupil is being bullied:

- Anxiety about travelling to an from school;

- Unwillingness/refusal to go to school;

- Deterioration in educational performance, loss of concentration, loss of enthusiasm and interest in school;

- Pattern of illnesses e.g. stomach aches, headaches;

- Unexplained changes in either mood or behaviour which may be particularly noticeable before returning to school after weekends or more especially after longer school holidays;

- Visible signs of anxiety or distress e.g. 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.

There may be other signs depending on the individual and his/her circumstances. The above signs do not necessarily mean that a pupil is being bullied but if repeated or occurring in combination, these signs do warrant investigation in order to establish what is affecting the pupil.

__Appendix H__

__Creagh N.S School's Anti Cyber Bullying Activities:__

- A positive school culture and climate;
- School-wide approach;
- Effective leadership;
- A shared understanding of what bullying is and its impact;
- Anti Bullying Policy;
- Consistent recording of reported bullying behaviour;
- Education and training;
- Prevention strategies including awareness raising;
- Intervention strategies.

- ➢ Creagh NS trains its staff to respond effectively to reports of cyber bullying or harassment and has systems in place to respond to it.
- ➢ Creagh NS records all reported incidents of bullying behaviour including anonymous bullying reports.
- ➢ Creagh NS provides information on cyber bullying to all members of the school community.
- ➢ Creagh NS engages prevention and awareness raising measures and implements strategies to engage students in addressing problems when they see them.
- ➢ Creagh NS is a "telling school". If a member of the school community "speaks out" and reports an incident of cyber bullying behaviour appropriate action will be taken.
- ➢ Creagh NS endeavours to block access to inappropriate web sites using firewall, anti virus protection and filtering systems and no pupil is allowed to work on the internet in the library/computer room or any other school location without a member of staff present.
- ➢ While education and guidance remain at the centre of what we do, Creagh NS reserves the right to take action against those who take part in cyber bullying.
- ➢ Creagh NS supports victims, and when necessary will work with the local Gardaí and other State agencies to identify those involved in criminal acts and to support victims.
- ➢ Creagh NS will use, as appropriate, the full range of sanctions to correct, punish or remove pupils who bully fellow pupils or harass staff in this way, both inside and outside of the school.

- ➢ All members of the school community are aware that they have a duty to bring to the attention of the Principal any example of cyber bullying or harassment they know or suspect.

- ➢ This policy will be reviewed annually