
Scoil Chormaic
COMMUNITY NATIONAL SCHOOL
SCOIL NÁISIÚNTA POBAIL



Castlemill, Balbriggan, Co. Dublin
Muileann an Chaisleáin, Baile Brigín, Co. BÁC

Anti-Bullying Policy

2014

DRAFT

Introduction

This policy was formulated in consultation with

- Teachers
- SNAs
- Ancillary staff
- Pupils through stay safe lessons
- Parents via Parents Association
- Board of Management

Rationale

It necessary to devise/revise the anti-bullying policy at this time for the following:

- It is a recommendation from the Department of Education and Skills following the publication of *Anti-Bullying Procedures for Primary and Post-Primary Schools* (DES September 2013)
- It is a priority area identified by the school
- To ensure the health and safety of the whole school community
- To have preventative strategies in place
- To have responding strategies in place in the school to deal with incidences of bullying

Relationship to the Characteristic ethos of the School

Please refer to the Community National School vision, mission and ethos statements in appendix I.

1. In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB, the Board of Management of Scoil Chormaic Community National School has adopted the following anti-bullying policy within the framework of the school's overall code of behaviour. This policy fully complies with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools* which were published in September 2013.
2. The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:
 - A positive school culture and climate which
 - is welcoming of difference and diversity and is based on inclusivity;

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- 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*.

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

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

The teacher who observes bullying behaviour or to whom the bullying behaviour is reported to will make the initial recording. When three such recordings or one serious recording is noted about one pupil the class teacher will be report the incidents to the school principal

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

Social and personal Health Education (S.P.H.E.)curriculum including:

- Stay Safe programme
- Relationships and Sexuality programme
- Goodness Me! Goodness You! Programme
- WEbwise
- Making the Links

(see Section 6.5 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

Scoil Chormaic fosters a positive school ethos among pupils, staff and parents

There is a strong sense of community and cooperation between Board of Management, staff, pupils and parents, and each has a clear role in the prevention of bullying

- *Through a programme of positive action, the school promotes an atmosphere of friendship, respect and tolerance.*
- *The SPHE curriculum, including the Walk Tall and Stay Safe programmes, is used throughout the school to support the anti-bullying policy.*
- *Positive self-esteem is fostered among the pupils by celebrating individual differences/achievements, by acknowledging and rewarding good behaviour and by providing opportunities for success through weekly assemblies and classroom acknowledgement reports to home*
- *Pupils are helped to develop empathy by discussing feelings and by trying to put themselves in the place of others.*

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- *Teachers respond sensitively to pupils who disclose incidents of bullying.*
- *The school's anti-bullying policy is discussed regularly with the pupils.*
- *Staff are particularly vigilant in monitoring pupils who are considered at risk of bullying/ being bullied.*
- *All disclosed incidents of bullying are investigated.*
- *Members of the BOM are familiar with the school's policy on bullying and actively promote it on a repeated basis among staff, parents and pupils.*
- *Parents contribute to and support the school's policy on bullying by encouraging positive behaviour both at home and at school, by being vigilant for signs and symptoms that their child is being bullied or is bullying others, by communicating concerns to the school.*

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

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

Procedures for dealing with incidents of 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 public humiliation of the victim or the pupil engaged in bullying. (Guidelines on Countering Bullying Behaviour in Primary and Post-Primary Schools, 1993)

All reports of bullying i.e. repeated incidences, no matter how trivial, should be noted, investigated and dealt with by teachers. In that way pupils will gain confidence in 'telling'. This confidence factor is of vital importance. (Be it the same child doing the bullying and/or being bullied)

- Procedures for Recording Bullying Behaviour
- Scoil Chormaic Community National School accepts and adapts the procedures outlined in *Anti-Bullying Procedures for primary and post-Primary Schools* (DES September 2013) 6.8.10 (i) to (iii)

Behaviour slips have been developed at staff level for the recording of incidents (see appendix)

It has been agreed at staff level that the principal will maintain the records from (ii) and (iii)

It has been agreed at staff level that at the investigation stage the relevant behavioural slips will be clipped to the investigation sheet and kept on file in the principal's office. All documentation at the investigation stage will have the pupil's roll number on it.

8. Supervision and Monitoring of Pupils

The Board of Management confirms that appropriate supervision and monitoring policies and practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible.

9. Prevention of Harassment

The Board of Management confirms that the school will, in accordance with its obligations under equality legislation, take all such steps that are reasonably practicable to prevent the sexual harassment of pupils or staff or the harassment of pupils or staff on any of the nine grounds specified i.e. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

- **10. Adult Bullying & Bullying in the Work Place**
- For cases of adult bullying the procedures as outlined in the INTO / Management Bodies publication “Working Together. Procedures and Policies for Positive Staff Relations” should be followed.

This policy was adopted by the Board of Management on _____ [date].

This policy has been made available to school personnel, published on the school website (or where none exists, is otherwise readily accessible to parents and pupils on request) and provided to the Parents’ Association (where one exists). A copy of this policy will be made available to the Department and the patron if requested.

This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website (or where none exists, be otherwise readily accessible to parents and pupils on request) and provided to the Parents’ Association (where one exists). A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: _____ Signed: _____

(Chairperson of Board of Management)

(Principal)

Date: _____

Date: _____

Date of next review: _____

Appendix I

Community National School Ethos Statement

Introduction

Every primary school in Ireland has a patron.

The patron of the Community National School is the local V.E.C.

The patron has responsibility for developing a school ethos.

The ethos can be defined as the characteristic spirit of the school.

Because each school is a community of children, parents, management and teachers, the ethos needs to be shared by all in the school community

This ethos is an interim statement, drafted by management.

This draft statement of ethos is now being submitted to the incoming patrons i.e. the C.E.O.s of County Dublin, Kildare and Meath for their observations and comments.

Core values of CNS

The Community National Schools seek to provide a high standard of education where each child is encouraged to reach his/her personal potential.

The schools are committed to a spirit of inclusion, equality and harmony where each child and member of the school community is valued and treated with respect.

The school will serve the local community in its totality. It will welcome children without prejudice to class, creed or nationality. Realising the central role of parents in the education of their children the school will reach out to serve the educational needs of parents.

The education of children is a two-way partnership between parents and school. In playing out this role shared by school and parents, the school will keep parents fully briefed on their child's educational development and guide parents in the most effective way of collaborating with the school.

Ethos statement

A Community National School is one where:

- The school becomes a centre of the local community.
- Children are encouraged and supported in living their lives to the full

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- High standards are the goal in teaching and learning
- Everybody is valued and treated with respect
- Diversity is recognised and celebrated
- Respect for plurality of faiths is seen as integral to the daily routine of the school

What this ethos means

For our pupils we:

Place the interests of the pupils first

Promote holistic approach to education developing of all aspects of the child: intellectually, physically, culturally, morally and spiritually.

Provide a top class education where each child is encouraged to reach his/her potential.

Are committed to the spirit of inclusion and equality, where each member of the school community is valued and treated with respect.

Set high expectations in a caring and nurturing environment.

For our parents we:

Promote an open and consultative environment, where parents are recognised as partners in their child's education.

Encourage their involvement in the education of their child and we endeavour to support them in this process.

As a staff we:

Strive for excellence in all we do

Create a welcoming and happy atmosphere in the school

Value all members of the school community

Support and encourage each other

Listen carefully, communicate clearly.

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Are committed to playing our part in developing the school as a learning organisation

Nurture each child and focus on their positive attributes

Work with outside agencies in the best interests of our pupils.

Hold collective responsibility for all our pupils, the school environment, good staff relations, a nurturing working atmosphere and a positive school reputation.

For our wider community we:

Reflect and cater for the needs of the community.

Work closely with community organisations and community leaders to enrich the education of our pupils.

Provide opportunity for the wider community to become involved in the life of the school.

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DETAILS		INCIDENT	Tick ✓		OUTCOME	Tick ✓
Date		Hit head		Playground	Assess Injury	
Child's Name		Bumped into other child			Sent to Den	
Class		Graze knee		The Den	Cleaned Wound	
Teacher on duty		Fall			Other	
Teacher in Den		Blood Injury			Sent to Office	
		Other		Office	Ring home	
					Left message	
					Spoke to parent	
					Sent home	

DETAILS		INCIDENT	Tick ✓		OUTCOME	Tick ✓
Date		Hitting			Verbal Warning	
Child's Name		Kicking			Yellow Card	
Class		Pushing			Time out on playground	
Other child involved		Spitting			Red Card	
Teacher on duty		Name Calling			Time out in the Den	
Teacher in Den		Dangerous / rough play			Other	