Clonea Power National School

ANTI BULLYING POLICY 2023/24

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### 1. Anti-Bullying Policy 2023/24

In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by National Education Welfare Board (NEWB), The Board of Management (BOM) of Clonea Power National School has adopted the following anti-bullying policy within the framework of the school's overall code of behaviour. The policy fully complies with the requirements of the [*Anti-Bullying Procedures for Primary and Post -Primary Schools*](https://assets.gov.ie/24429/3b6f3db2de154ebaa1f69a0856c97c8e.pdf)which were published in September 2013.

### 2. Principles

The BOM 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 in preventing and tackling bullying behaviour:

1. A positive school culture and climate which is
   1. Welcoming of difference and diversity and is based on inclusivity;
   2. Encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment
   3. Promotes respectful relationships across the whole school community

[(See Appendix 1 Key elements of a positive school culture)](#_fw15w2lfq76j)

1. Effective leadership
2. A school wide - approach
3. A shared understanding of what bullying is and its impact
4. Implementation of education and prevention strategies (including awareness raising measures) that
   1. Build empathy, respect and resilience in pupils; and
   2. Explicitly address the issues of cyber-bullying and identity-based bullying including homophobic and transphobic bullying.
5. Effective supervision and monitoring of pupils.
6. Supports for staff
7. Consistent recording, investigating and follow up of bullying behaviour (including use of established intervention strategies)
8. Ongoing evaluation of the effectiveness of the anti-bullying policy

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### 3. What is Bullying?

In accordance with the [*Anti-bullying Procedures for Primary and Post -Primary Schools*](https://www.gov.ie/en/publication/cb6966-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 i**s 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
* Identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person’s membership of the travelling community and bullying of those with disabilities or SEN.

**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 will be dealt with as in accordance with the school's code of behaviour.

However, in the context of this policy, placing an offensive or hurtful public message, image or statement, even if only placed once, on **any social media site or public forum** where that message, image or statement can be viewed, shared and/or repeated by other people will be regarded as bullying behaviour. [(See cyber-bullying policy)](https://docs.google.com/document/d/1ZpRv7CYBFvf0ExV2Vhj7M3h-BkMS944xM7SevCTFb8I/edit?usp=sharing)Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the school's code of behaviour.

[(Appendix 2 Examples of Bullying Behaviours)](#_nmqqonwf9xum)

### 4. The relevant teachers

A pupil or parent may bring a bullying concern to any teacher in the school but all reports will be investigated and dealt with by the class teacher, the Deputy Principal and Principal. Any other teacher may act as a relevant teacher if circumstances warrant it.

### 5. Education and Prevention Strategies;

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

**School wide approach**

1. Building a positive school culture and climate that fosters respect for all members of the school community

[See appendix 2](#_fw15w2lfq76j) Practical Tips for Building a Positive School Culture and Climate

1. Creating of a culture of "telling"
   1. Encourage a culture of telling, with particular emphasis on the role of bystanders and 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.
   2. Ensuring that pupils know who to tell and how to tell, e.g.:
      1. Direct approach to teacher at an appropriate time, for example after class
      2. Hand note up with homework
      3. Make a phone call to the school or to a trusted teacher in the school
      4. Get a parent(s)/guardian(s) or friend to tell on your behalf
      5. Worry box/ niggle box in classroom
      6. Private message on Google Classroom/SeeSaw
   3. Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place
   4. Teachers should repeatedly reinforce the message that if anyone is the victim of bullying behaviour, they should not retaliate in any way, but they should tell an adult. Victims should be reassured that if they tell, something will be done about the bullying in a safe manner and all reported incidents will be dealt with
   5. Class lessons to be provided to enable pupils "how to tell" (telling protocol)
   6. Bystanders can be the key to resolving bullying and if anyone witnesses bullying behaviour, they should always tell a teacher. This is not telling tales but a means of protecting victims.
   7. Clear protocols to encourage parents/guardians to approach the school if they suspect their child is the victim of bullying.
2. **Raising the awareness of bullying as a form of unacceptable behaviour by**-
   1. Involvement of the Student Council to help support pupils and to encourage a culture of peer respect and support
   2. Use of student coaches in yard ball games to promote inclusivity and fairness
   3. Affirming good behaviour in our school with the positive codes of behaviour displayed in each classroom and printed in the homework journals
   4. In addition to formal lessons, an awareness of bullying is addressed in the classroom and at class level assemblies and on other informal occasions when the opportunity arises
   5. Complaints of bullying to be reported quickly, firmly and fairly and are recorded
   6. The Principal is informed of any instances of bullying
   7. School wide curriculum delivery of the SPHE curriculum and other targeted programs are a vital element in raising children's self-esteem and equipping children to cope with bullying behaviour e.g. Grow in Love , Web-wise (cyberbullying) Stay Safe, Walk Tall, Friends for Life and RSE.
3. Implementation of the schools’ [Acceptable Usage Policy](https://docs.google.com/document/d/14NnkK0e_slTB88cYZ5bPLkZS3Ll4dh2YJMQigclJruk/edit?usp=sharing) and close supervision at all times when pupils can access the Internet. Mobile phones are not prohibited.
4. Specific consideration to **SEN PUPILS** with regard to programme implementation and the development of skills and strategies to enable pupils to respond appropriately
5. Informal approaches in classrooms
   1. Positive reinforcement of good behaviour by teachers in classrooms (Class dojo, class reward system, students of the week, golden time, spot prizes, stars, stickers etc.)
   2. Modelling of respectful behaviour and language by teachers and staff.
   3. Promotion of extracurricular activities which encourage cooperation among pupils
   4. Rewarding incidents of good and improved behaviour and showing acts of kindness at class level and whole-school
   5. Encouraging students to look out for each other and to be responsible for their own behaviour.
   6. Immediate affirmation of children who report incidents of bullying which they have witnessed
   7. Circle-time sessions, role-play, and puppetry are methodologies which are used to discuss and explore issues of bullying
   8. Each class should have a set of class rules which complement the school's Code of Behaviour.
   9. Buddy system, peer mentoring, worry boxes
6. Relevant Policies

Policies that link to the Anti Bullying Policy: Code of Behaviour, [Child Safeguarding](https://docs.google.com/document/d/16rZySi6i2AI6fAPkFzBm0WizE63lcLam/edit?usp=sharing&ouid=117487843058888136687&rtpof=true&sd=true), [Supervision of Pupils](https://docs.google.com/document/d/1KQ1-uxy6yFs20Sfj38RMB4vhDOA5QCbIh61WRFiQ04E/edit?usp=sharing), Attendance, Tours, G.D.P.R and Record Keeping, S.P.H.E., RSE, [Acceptable Usage Policy](https://docs.google.com/document/d/14NnkK0e_slTB88cYZ5bPLkZS3Ll4dh2YJMQigclJruk/edit?usp=sharing), [Anti Cyberbullying](https://docs.google.com/document/d/1ZpRv7CYBFvf0ExV2Vhj7M3h-BkMS944xM7SevCTFb8I/edit?usp=sharing) and the Safety Statement.

### 6. Procedures for investigation and dealing with and recording bullying behaviour:

The school's procedure for investigation, follow up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying must be consistent with the following approach.

* All reports of bullying will be dealt with initially by the **class teacher/s**.
* All incidents are brought to the Principal's attention.
* The primary aim for the teacher in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationship of the parties involved. (rather than to apportion blame)
* In investigating and dealing with bullying, the teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best to resolve the situation.
* Pupils are encouraged by all staff to **report bullying behaviour as soon as possible**
* All reports, including anonymous reports of bullying will be investigated by the teacher. This gives children the confidence to tell.
* Non-teaching staff should report any incidents of bullying behaviour witnessed by them, or mentioned to them to the relevant teacher.
* Incidents of bullying are dealt with on a **staged basis.**
* Historical reports from the previous two years can be considered by the teacher when making a determination of bullying. The teacher should check with the previous teacher/s.
* Parents/ guardians are required to cooperate with any investigation and assist the school in resolving any issues and restoring the relationships of the parties as quickly as possible.
* An important part of our school approach to behaviour is the concept of ‘**Restorative Practice’** and this approach is intertwined with our ‘anti-bullying’ policy. This approach is designed to help build **understanding**, encourage **accountability** and provide opportunities for **healing.** An important element in Restorative Practice is ‘**Fair Process’**

**Expectations:** everyone knows what is expected of them

**Engagement:** involves individuals in decisions/listening to views

**Explanation:** clarify how decisions are reached

**DETERMINING IF AN INCIDENCE OF BULLYING HAS OCCURRED**

* When a bullying incident comes to the notice of a teacher, it is important **to gather all of the facts from both sides (**what, where, when, who, why?). This will involve ***separate*** interviews with the alleged bully, victim and/or witnesses. These should take place outside the classroom to ensure privacy for 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.
* If a group is involved they should be spoken to **separately at first** and then as a group if the teacher decides it would be helpful for everyone to hear each other’s’ accounts. It may be helpful to ask those involved to write an account of the incident if appropriate.
* **In the investigation phase the victim should not be interviewed with the offender**
* The teacher should take a calm, unemotional, problem-solving approach setting an example of how to deal with conflict in a non-aggressive manner. (See [PDST Support Documents](https://drive.google.com/file/d/1O6O365AD787ytePQBm-Wsp_S5DwlTrnh/view?usp=sharing) and [Interview tips for teachers PDST](https://drive.google.com/file/d/1qFhcmSw3D46g-fJgzKH5E9dw3B_6j93H/view?usp=sharing))
* In line with ‘Restorative Practices’, the alleged offenders are asked the following questions
  1. What happened?
  2. What were you thinking at the time?
  3. What have you thought about since?
  4. Who has been affected by what you have done? In what way?
  5. What do you need to do to make things right?

Separately the victim can be also be asked

* 1. How has this affected you and others?
  2. What has been the hardest thing for you?
  3. What do you think needs to happen next to make things right?

**STAGE 1 VERBAL WARNING AND VERBAL PROMISE**

* If the teacher determines that bullying behaviour has occurred, it will be made clear that the offender has violated **the rights of another child** and efforts to repair the relationship with the victim will begin.
* It is explained to the alleged bully how hurtful their behaviour is and attempts are made to encourage them to empathise with the alleged victim.
* **A verbal warning** is given by the teacher **and a verbal apology and promise is also offered to the victim in the presence of the teacher** (and the victim if they agree)
* The offender will be asked what he/she can do to make things better
* The teacher will **inform the parents/guardians** of both the victim and the offender by **phone.** The restorative approach taken by the teacher is explained to the parents/guardians.
* The teacher **must inform the Principa**l once they have determined that bullying behaviour has occurred

**STAGE 2A MEETING OF OFFENDER WITH TEACHER AND DEPUTY**

* If this child breaks the verbal promise (even if it is a different victim) and repeats the bullying behaviour, **the Principal/Deputy Principal with the class teacher will interview** the child/children. It is explained to them that this is their second time offending and that they have not committed to their promise. Again attempts will be made to resolve the situation.
* The offender and the victim's parents / guardians will be informed by phone or in person.
* The child will be asked to sign a **"Pupil Behaviour Promise"** that he/she will treat **all pupils** fairly, equally and respectfully including the targeted pupil.

This will be co-signed by **his/her parents/guardians**.

**STAGE 2B MEETING WITH TEACHER, DEPUTY AND PARENTS**

* Teachers will use their professional judgement as to whether a pupil who breaks a written promise should move to Stage 2B or Stage 3. This will depend on the age and maturity of the offender
* In stage 2B the offender will meet with the teacher, Principal/Deputy and parents and the behaviour promise will be signed **in the parent’s presence.**
* The Principal/Deputy Principal will apply a sanction and ways to make things better will be explored.
* The pupil is now advised that if they break this promise again, they will have a meeting with the Principal and their parents and will face possible suspension. The behaviour will be monitored closely by the teacher and Principal/Deputy Principal and separate follow up meetings with the offender and the victim will be held to ensure the situation has been resolved.

**STAGE 3 MEETING WITH PRINCIPAL, PARENTS AND PUPIL**

If after these above steps the child continues to engage in bullying behaviour a formal meeting of the offender, his/her parents/guardians and the principal will take place. A formal warning of possible suspension will be given. A behaviour contract will be signed and a sanction imposed by the Principal.

**STAGE 4 SUSPENSION**

If the pupil re-offends a formal suspension will be sanctioned by the BOM taking into account the age and maturity of the offender.

It should be noted that where bullying behaviour escalates to serious physical assault or sexual harassment, the school will refer to relevant external agencies and authorities. The advice of the National Educational Psychological Service will be sought if there are serious concerns relating to a pupil’s behaviour.

Serious instances of bullying should in accordance with the Children First Guidelines and the Child Protection Procedures for Primary Schools , be referred to the HSE Children and Family services or the Gardaí as appropriate.

It must be made clear to all involved (each set of pupils and parents) that in any situation where disciplinary sanctions are required that this is a private matter between the pupil being disciplined, his or her parents and the school.

RECORDING

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 **confidential** written record of any incidents witnessed by them or notified to them and inform the class teacher. The yard notebook is used to record all incidents of poor behaviour at break time.

While all reports of bullying must be investigated and dealt with by the teacher, the teacher will use his/her professional judgement in relation to the records to be kept of these reports and the actions and any discussions regarding the same. The taking of notes does not imply the pupil is guilty of misbehaviour.

**Stage 1-determination that bullying has occurred and verbal promise**

If it is established by the relevant teacher that bullying has occurred, the **relevant teacher must keep appropriate written confidential records** which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved. These notes should be factual and void of emotional and judgemental language.

If keeping **written notes** teachers must use initials only and the record must be kept in a locked drawer. Alternatively, teachers can create a pupil profile document on **Aladdin. This should be named as Stage 1 with restricted access.** These records can be deleted at the end of the year unless further action was required.

**Formal Stage 2A and 2B**

The school template is used to record a further bullying incident when an oral promise is broken. A second Aladdin template should be filled out for each stage by the investigating teacher. Follow up notes should be recorded on the same document. These documents are saved under the victim and offenders profiles with password restricted access.

([Template for Stage 2 recording](https://www.aladdin.ie/note/new?template_id=5881745492148224&staff_note=))

Formal Stage 3-Appendix 3 (From DES Procedures)

The school has decided as part of its anti-bullying policy that bullying behaviour must be recorded on the DES template once a pupil has broken his/her **written promise**. **This template is available on Aladdin and** should be completed in full. The Principal or Deputy must be informed whenever this template is filled in. These documents are saved under the victim and offenders profiles with password restricted access.

([Template for Stage 3 recording bullying behaviour](https://www.aladdin.ie/note/get_people?template_id=5354028269568000&return_url=https://www.aladdin.ie/note/get_people?template_id=5354028269568000&return_url=https://www.aladdin.ie/documents/create&template_type=Student%20Document%20Template&template_type=Student%20Document%20Template))

**Formal Stage 4**

The Principal will complete the DES template which will be filed as a stage 4 document with access restricted to the Principal only.

At least once every school term the Principal will provide a report to the BOM setting out the overall number of bullying cases reported **by means of the DES templates** and confirmation that all cases are being dealt with in accordance with procedure.

All records of bullying using the DES templates are retained on Aladdin until the pupils involved reach 21 years of age.

**PROCEDURES FOR FOLLOW UP**

The teacher and/or Deputy will hold follow up meetings separately with the victims and offenders to ensure the behaviour has changed and the templates will be updated to reflect these meetings.

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) or the school Principal or Deputy Principal

**Where a stage 2, 3, or 4 case of bullying has occurred during the year, the class teacher should inform the next teacher as part of the transfer of information in June**

Parents/guardians are asked to inform us if the situation has not been resolved.

If a parent/guardian is not satisfied that the bullying complaint has been dealt with in accordance to the [Anti bullying Procedures for Primary and Post -Primary Schools](https://assets.gov.ie/24429/3b6f3db2de154ebaa1f69a0856c97c8e.pdf) they must be referred to the [school’s complaints procedures.](https://docs.google.com/document/d/12PZ_WJoR3FrzStDcR2GUXM8dEUofdIQfMr6Wxocf9ks/edit)

In the event they have exhausted the school complaint’s procedures, the school will advise them of their right to make a complaint to the Ombudsman for Children

### 7. School support for pupils affected by bullying:

Victims

* Foster greater respect, empathy and support towards bullied pupils as an inherent part of the school culture
* Speedy identification and resolution of bullying incidents
* Victims are reassured from the outset that they are not to blame
* Follow up meetings by the teacher and/or the deputy to check in with the victims
* It may help victims if they complete an impact statement when the bullying situation has resolved
* Strategies for restoring self-esteem are explored between teachers and parents/guardians.  
  Where deemed necessary, counselling may be recommended.
* Staged approach- class support, school support (as per Continuum -Behavioural, Emotional and Social difficulties- NEPS).
* The parents of the pupils concerned will be advised to contact the local Gardaí if appropriate.

Children who engage in bullying behaviour.

* Helping those who need to raise self-esteem by encouraging involvement in activities that develop friendships and social skills both inside and outside school.
* Using strategies learned in school to enhance self-worth
* Focusing with parents/guardians on correcting the behaviour while supporting the child.
* The school will constantly remind parents of the dangers of "cyber- bullying" as can happen with the use of social networking sites and mobile phones. We also direct their attention to the school's internet Acceptable Use Policy (AUP).
* The school cannot be responsible for disagreements between pupils that happen outside the school grounds but will make reasonable efforts to cooperate with parents in assisting them to resolve the issues.
* If pupils require counselling or further support the school will endeavour to liaise with the appropriate agencies to organise the same. This may be for the pupil affected by bullying or involved in the bullying behaviour.  
  Staged approach - class support, school support (as per *Continuum-Behavioural, Emotional and Social Difficulties*- NEPS)

### 8. Supervision and Monitoring of pupils:

The BOM 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 BOM confirms that the school will, in accordance with its obligations under equality legislation, take all such steps that are reasonably practical 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 Travelling community.

### 10. Ratification

This policy was adopted by the Board of Management on 12/6/23.

### 11. Publication

This policy has been made available to school personnel, published on the school website and provided to the Parent Teacher Association. A copy of the policy will be made available to the Department and Patron if requested.

### 12. Review

This policy and its implementation will be reviewed by the BOM once in every school year. Written notification that the review has been completed will be made available to school personnel, and will be readily accessible to parents and provided to the Parent's association. A record of the review and its outcome will be made available, if requested, to the patron and to the Department.  
  
Signed: Martin Whelan Signed: Catherine Power

(Principal) (Chairperson of the Board of Management)

Date: 12/6/2023 Date: 12/6/2023

# **A.1 Practical tips for building a positive school culture and climate**

The following are some practical tips for immediate actions that can be taken to help build a positive school culture and climate and to help prevent and tackle bullying behaviour.

* Model respectful behaviour to all members of the school community at all times.
* Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.
* Display key respect messages in classrooms, in assembly areas and around the school. Involve pupils in the development of these messages.
* Catch them being good - notice and acknowledge desired respectful behaviour by providing positive attention.
* Consistently tackle the use of discriminatory and derogatory language in the school – this includes homophobic and racist language and language that is belittling of pupils with a disability or SEN.
* Give constructive feedback to pupils when respectful behaviour and respectful language are absent.
* Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.
* Showcase our successes on the school website
* Explicitly teach pupils about the appropriate use of social media.
* Positively encourage pupils to comply with the school rules on mobile phone and internet use.
* Follow up and follow through with pupils who ignore the rules.
* Actively involve parents and/or the Parent Teacher Association in awareness raising campaigns around social media.
* Actively promote the right of every member of the school community to be safe and secure in school.
* Highlight and explicitly teach school rules in pupil friendly language in the classroom and in the yard.
* All staff can actively watch out for signs of bullying behaviour.
* Anti-bullying procedures and the Code of Behaviour discussed at regular staff meetings.
* Ensure there is adequate playground/school yard/outdoor supervision.
* Use of pupil coaches in yard ball games to ensure fairness and easy conflict resolution.
* Student council to discuss issues and provide suggestions and support
* 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.
  + Hot times again tend to be times where there is less structured supervision such as when pupils are in the playground/school yard or moving classrooms.
  + Support the establishment and work of student councils.
* Anti-Bullying Week, Friendship week, Buddy Benches, Random Act of Kindness Days.

# **A.2 Definition and types of bullying**

2.1 Definition of bullying

2.1.1 In the context of these procedures, bullying is defined as unwanted negative behaviour, verbal, psychological or physical, conducted by an individual or group against another person (or persons) and which is repeated over time.

2.1.2 The following types of bullying behaviour are included in this non-exhaustive definition: (i) deliberate exclusion, malicious gossip and other forms of relational bullying; (ii) cyber-bullying; and (iii) 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.

2.1.3 In addition, in the context of these procedures 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.

2.1.4 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 this definition of bullying and should be dealt with, as appropriate, in accordance with the school’s code of behaviour. A single incident can have a serious effect on a pupil and may also constitute harassment which is legally prohibited in schools under equality legislation. Harassment is any form of unwanted conduct related to any of the nine discriminatory grounds (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).

**Examples of bullying behaviours:**

|  |  |
| --- | --- |
| **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 * “Messing” that hides intimidation or physical assaults * Insulting or offensive gestures * 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 * Spreading rumours * Breaking confidence * Talking loud enough so that the victim can hear * 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 |

# A3. Template for recording bullying behaviours stage 2a and 2b

This template is used when a verbal promise is broken

|  |  |
| --- | --- |
| Name of Reporting Person:  Phone Number: | Role in School: |
| NAMES OF PUPILS INVOLVED | |
| Targeted Pupil:  Class: | |
| Name/s of Offender/s:  Class | |
| Name/s of Witnesses:  Class: | |
| DETAILS OF THE STAGE 2 INCIDENT | |
| What type of bullying was the incident?  Physical aggression/ Isolating/ Exclusion/Name calling/ Cyber-bullying/ Intimidation/Malicious Gossip/ Other | |
| Date:  Time: | Location of the Incident: |
| BRIEF DETAILS OF STAGE 1 INCIDENT | |
|  | |
| Were the offenders parents/guardians informed in Stage 1? | Were the targeted pupil's parents/guardians informed in Stage 1? |
| OUTCOME OF STAGE 2 INVESTIGATION | |
| Have the offender’s parents/guardians been informed in Stage 2?  Have the targeted pupil's parents/guardians been informed in Stage 2? | Has the Deputy been informed?  Has the Principal been informed? |
| Write a brief outcome report. | |
| Has a follow up meeting been held with the targeted pupil?  Date | Has a follow up meeting been held with the offending pupil?  Date |

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# A.4 Template for recording bullying behaviour stage 3

**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 relevant box/es)\* |  |  | **4. Location** of incidents (tick relevant box/es))\* |  |
| Pupil concerned |  |  | Playground |  |
| Other Pupil |  |  | Classroom |  |
| Parent |  |  | Corridor |  |
| Teacher |  |  | Toilets |  |
| Other |  |  | School Bus |  |
|  |  |  | Other |  |

**5. Name 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**

|  |
| --- |
|  |

1. **Details of actions taken**

|  |
| --- |
|  |

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

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

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

Yes /No

|  |  |
| --- | --- |
| Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*? | Yes |
| Has the Board published the policy on the school website and provided a copy to the parents’ association? | Yes |
| Has the Board ensured that the policy has been made available to school staff (including new staff)? | Yes |
| Is the Board satisfied that school staff are sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day to day work? | Yes |
| Has the Board ensured that the policy has been adequately communicated to all pupils? | Yes |
| Has the policy documented the prevention and education strategies that the school applies? | Yes |
| Have all of the prevention and education strategies been implemented? | Yes |
| Has the effectiveness of the prevention and education strategies that have been implemented been examined? | N/A |
| Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy? | Yes |
| Has the Board received and minuted the periodic summary reports of the Principal? | Yes |
| Has the Board discussed how well the school is handling all reports of bullying including those addressed at an early stage and not therefore included in the Principal’s periodic report to the Board? | N/A |
| Has the Board received any complaints from parents regarding the school’s handling of bullying incidents? | No |
| Have any parents withdrawn their child from the school citing dissatisfaction with the school’s handling of a bullying situation? | No |
| Have any Ombudsman for Children investigations into the school’s handling of a bullying case been initiated or completed? | No |
| 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? | N/A |
| Has the Board identified any aspects of the school’s policy and/or its implementation that require further improvement? |  |
| Has the Board put in place an action plan to address any areas for improvement? |  |

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Chairperson Board of Management

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

Principal

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# **Notification regarding the Board of Management’s annual review of the anti-bullying policy**

The Board of Management of Clonea Power NS wishes to inform you that:

* The Board of Management’s annual review of the school’s anti-bullying policy and its implementation was completed at the Board meeting of 12/6/23.
* 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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Chairperson Board of Management

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Principal

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