



Scoil Chaitríona Naíonáin

Anti-Bullying Policy

1. In accordance with the requirements of the Education (Welfare) Act 2000 and the Code of Behaviour Guidelines issued by the National Education Welfare Board NEWB, the Board of Management of Scoil Chaitríona Naíonáin (hereafter known as the 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 following key principles of best practice in preventing and tackling bullying behaviour.
 - A positive school culture and climate which-
 - is welcoming of difference and diversity and is based on inclusivity;
 - encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
 - promotes respectful relationships across the school community;
 - Effective leadership;
 - A school-wide approach;
 - A shared understanding of what bullying is and its impact;
 - Implementation of education and prevention strategies (including awareness raising measures) that-
 - build empathy, respect and resilience in pupils; and
 - explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.
 - Effective supervision and monitoring of pupils;
 - Supports for staff;
 - Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
 - On-going evaluation of the effectiveness of the anti-bullying policy.

3. 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 are as follows:

- Stacey Brady
- Danielle Barry
- Ashling Gilboy
- Niamh Barry
- Meabh Fogarty
- Tara Dunne
- Aideen Kelly
- Amy Keegan
- Emma O' Breslin
- Anna Darcy
- Aoife Kelleher

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:

Scoil Chaitríona Naíonáin fosters a positive school ethos among pupils, staff and parents/guardians. There is a strong sense of community and cooperation between the Board of Management, staff, pupils and parents/guardians, and each has a clear role in the prevention of bullying. The teachers are committed to being approachable and supportive of their pupils. It can take a lot of courage for a child to speak out about bullying and it is extremely important that a child is listened to and believes that they will be listened to. Our most important strategy in dealing with bullying is creating and maintaining an environment in which bullying is prevented. Children are encouraged to speak out and adults are willing to listen and act decisively. The following strategies are used in an appropriate manner as necessary to help in the prevention of bullying:

- Through a programme of positive action, the school promotes an atmosphere of happiness, friendship, openness, mutual respect and tolerance.
- All school staff act as good role models for the pupils;
- Kind, sensitive and caring behaviour is encouraged;
- Pupils are given opportunities to develop their self-esteem and self-confidence;
- Pupils are encouraged and praised for their various talents and skills and are given chances to show them;
- Unfair and negative comparison of pupils is avoided;
- Pupils are regularly encouraged to look after each other;
- Pupils are regularly encouraged to work together in a helpful manner;
- Supervision of pupils in and outside the school building is comprehensive and watchful for signs of bullying;
- Pupils who are presenting with challenging behaviours are made aware of the sanctions that are used in response to misbehaviour;
- The value of diversity is promoted 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 curricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions;
- We encourage a culture of speaking out, with particular emphasis on the importance of bystanders. In that way pupils will gain confidence in ‘telling’. This confidence factor is of vital importance.
- RSE and Stay Safe Programmes are implemented in the school;
- The school will specifically consider the additional needs of SEN pupils with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately;

- Discipline for Learning (DFL) as set out in our schools Code of Behaviour will be adhered to both in school and on the yard adopting the ‘Golden Rules’ and the ‘Golden Yard Rules’.
- The Fun Friends Programme will be carried out with First Class students.
- The Roots of Empathy programme will be carried out with Senior Infant students
- Two of our school staff have been trained up in the Incredible Years Programme and strategies outlined in this programme have been adopted throughout the school.
- A Buddy System is promoted during free play to encourage children to identify children who may struggle to integrate socially.
- Whole school Initiatives such as Friendship Week, Anti Bullying events are run throughout the school year.
- The Amber Flag Team promote kindness and inclusion running events and initiatives throughout the academic year.
- Relevant and appropriate training from DCU Anti Bullying Centre for staff and students
- Initiatives such as Star of the Week and students pictures being displayed on The Rainbow Wall will acknowledge children who are particularly kind and considerate of their peers.
- Whole school assemblies will recognise students throughout the school who have been particularly kind throughout the month.
- Supervision and support from SET - SET teachers are working very closely with class levels building strong relationships, informally assessing children’s interactions and providing social and emotional support groups where necessary.
- Code of Behaviour - expectations for staff and pupils, Golden Rules, yard and corridor expectations, sanctions.
- Parent Information Meetings
- According to the NCCA Guidelines, we aim to provide additional support to children with general learning difficulties to ensure all children can be better enabled to achieve the learning outcomes of the SPHE curriculum / Anti – Bullying lessons.
(www.sess.ie/resources/curricular-material)
- Diversity and Inclusion. We recognise that bullying is closely related to how we respect and recognise the value of diversity. We will be proactive about: seeking opportunities to learn about and celebrate differences, increasing diversity within our staff, volunteers, children, and young people, welcoming new members to our school community, safeguarding children who come from minority ethnic communities, safeguarding LGBTQ+ children and young people, safeguarding children with special educational needs and disabilities.
- The following school policies, practices and activities are particularly relevant to bullying:
 - Code of Behaviour
 - Child Protection Policy
 - Acceptable Use Policy

- Social Personal and Health Education
- Physical Education Curriculum
- Data Protection and Record Keeping
- Health Promotion and Wellbeing Action Plan

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:

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).

It is made clear to the children that reporting incidents of bullying is very important and that it is the responsible thing to do.

All reports, including anonymous reports of bullying, must be investigated and dealt with by the relevant teacher(s). In that way, pupils will gain confidence in 'speaking out'. It will 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. Non-teaching staff such as SNAs, secretaries and caretakers and ancillary staff will be encouraged to report any incidents of bullying behaviour witnessed by them to the relevant teacher.

In investigating and dealing with bullying, the teacher(s) will exercise his/her/their professional judgement to determine whether bullying has occurred and if it has, how best the situation might be resolved. If misbehaviour rather than bullying has taken place this will be dealt with under the school's code of behaviour.

Breaking the Golden Rules: The Ladder of Responsibility

- Stage 1: Teacher asks for a good choice
- Stage 2: Teacher reminds child to make a good choice
- Stage 3: Child must sit at the thinking table
- Stage 4: Child must visit a partner class
- Stage 5: Child must visit the office

In an instance where a child has broken a golden rule in either the classroom or the yard, it will be recorded in the child's 'Golden Book'

There are three stages to the school's response to bullying concerns. Stages 1 and/or 2 will be used when concerns are raised but the situation is unclear, there are conflicting accounts or there is not yet firm evidence that bullying is taking place. Stage 3 will be used in other cases, or as a follow-on to Stages 1 and 2 when required.

1. Watchful Stage

→ Teacher and supervisor observation and liaison

2. Monitoring Stage

→ Teacher and supervisor documentation of behaviour and relationships monitoring will typically continue for a period 20 school days

3. Further Actions

→ Outlined below

- It is very important that all involved (including each set of pupils and parents) understand the above approach from the outset.
- Parents and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible.
- Teachers will take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents.
- Initial investigations of bullying will be done in class where possible but some incidents might be best investigated outside the classroom situation to ensure the privacy of all involved.
- Any interviews will be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way.
- When analysing incidents of bullying behaviour, answers will be sought to questions of what, where, when, who and why. This will be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner.
- If a group is involved, each member may be interviewed individually at first. Thereafter, all those involved may be met as a group. At the group meeting, each member may 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 will be supported through the possible pressures that they may face from the other members of the group after interview by a teacher.
- It may also be appropriate or helpful to ask those involved to write down their account of the incident(s) with age and ability of students taken into consideration.
- Where the relevant teacher(s) has/have determined that a pupil has been engaged in bullying behaviour, it will be made clear to him/her how s/he is in breach of the school's anti-bullying policy and efforts should be made to try to get him/her to see the situation from the perspective of the pupil being bullied.
- In cases where it has been determined by the relevant teacher(s) that bullying behaviour has occurred, the parents of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken. The school will give parents an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports for their pupils.

- All involved (each set of pupils and parents) are made aware in this policy that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parents and the school.
- Follow-up meetings with the relevant parties involved may 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.
- An additional follow-up meeting with parents of the children involved may take place after an appropriate time to ensure that the matter has been resolved satisfactorily.
- Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, parents are referred to the school's complaints procedures.
- In the event that a parent has exhausted the school's complaints procedures and is still not satisfied, s/he has a right to make a complaint to the Ombudsman for Children.
- Noting and reporting of bullying behaviour will be documented using the template for recording bullying behaviour (Appendix 2). All records will be maintained in accordance with relevant data protection legislation.

7. The school's programme of support for working with pupils affected by bullying is as follows:

Scoil Chaitríona Naíonáin will support the pupil affected by bullying / bully themselves by using some of the following interventions in an age-appropriate manner and in keeping with the needs of the pupil concerned:

There will be strategies put in place to build up child's self-esteem and resilience with great efforts made to enhance their friendship building skills and develop their social and emotional skills

Pupils involved in bullying behaviour will be given strategies to appropriately express their feelings and needs and to positively develop their self-worth, self-image and self-esteem, whilst building up tolerance and resilience.

Pupils who have been bullied may require counselling, individual teacher talk time, opportunities to participate in activities designed to raise their self-esteem, to develop friendship and their social skills and thereby build resilience whenever this is needed.

Pupils involved in bullying behaviour need assistance and support on an ongoing basis. All staff in Scoil Chaitríona Infants will endeavour to raise their low self-esteem and increase their feeling of self-worth. Through various pedagogies pupils who engage in bullying

may need counselling to help them learn new strategies of meeting their needs without violating the rights of others.

All pupils in the school who may observe incidents of bullying behaviour, are encouraged to discuss them with teachers.

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.

This policy was adopted by the Board of Management on 07th February 2024.

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

This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website 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.

Signed: _____

(Chairperson of Board of Management)

Signed: _____

(Principal)

Date: 07/02/2024

Date: 07/02/2024

Date of next review: February 2025

Appendix 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.
- Explicitly teach pupils about the appropriate use of social media.
- Positively encourage pupils to comply with the school rules on mobile phone and internet use. Follow up and follow through with pupils who ignore the rules.
- Actively involve parents and/or the Parents' Association in awareness raising campaigns around social media.
- Actively promote the right of every member of the school community to be safe and secure in school. Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas.
- All staff can actively watch out for signs of bullying behaviour.
- Ensure there is adequate playground/school yard/outdoor supervision.
- School staff can get pupils to help them to identify bullying “hot spots” and “hot times” for bullying in the school.
 - Hot spots tend to be in the playground/school yard/outdoor areas, 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.

Appendix 2

Template for Recording Bullying Behaviour

1. Name of the 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))

Pupil Concerned	
Other Pupil	
Parent	
Teacher	
Other	

4. Location of incidents
(tick relevant box(es))

Playground	
Classroom	
Corridor	
Toilet	
School Bus	
Other	

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

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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 Travelling Community	Other (specify)

8. Brief Description of bullying behaviour and its impact:

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9. Details of actions taken:

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Signed: _____.

Date: ____/____/____.

(Relevant Teacher)

Date submitted to Principal/Deputy Principal: ____/____/____.

Appendix 3

Checklist for Annual Review of the Anti-Bullying Policy and its Implementation

The Board of Management of Scoil Chaitríona Infants must undertake an annual review of the school's anti-bullying policy and its implementation. The following checklist must be used for this purpose. The checklist is an aid to conducting this review and is not intended as an exhaustive list. In order to complete the checklist, an examination and review involving both quantitative and qualitative analysis, as appropriate across the various elements of the implementation of the school's anti-bullying policy will be required.

Yes/No

Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the <i>Anti-Bullying Procedures for Primary and Post-Primary Schools</i> ?	
Has the Board published the policy on the school website and provided a copy to the parents' association?	
Has the Board ensured that the policy has been made available to school staff (including new staff)?	
Is the Board satisfied that school staff are sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day to day work?	
Has the Board ensured that the policy has been adequately communicated to all pupils?	
Has the policy documented the prevention and education strategies that the school applies?	
Have all of the prevention and education strategies been implemented?	
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	
Has the Board received and minuted the periodic summary reports of the Principal?	
Has the Board discussed how well the school is handling all reports of bullying including those addressed at an early stage and not therefore included in the Principal's periodic report to the Board?	
Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	

Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	
Has the data available from cases reported to the Principal (by the bullying recording template) been analysed to identify any issues, trends or patterns in bullying behaviour?	
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	
Has the Board put in place an action plan to address any areas for improvement?	

Signed: _____

Date: ____/____/____

(Chairperson of Board of Management)

Signed: _____

Date: ____/____/____

(Principal)

Appendix 4

Notification Regarding the Board of Management's Annual Review of the Anti-Bullying Policy

To: _____

The Board of Management of Scoil Chaitríona Infants 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 29th November 2022.
- This review was conducted in accordance with the checklist set out in the Department's *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

Signed: _____

Date: ____/____/____

Chairperson, Board of Management

Signed : _____

Date ____/____/____

Principal