

Anti-Bullying Policy of Carrickleck N.S.

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 Carrickleck N.S.** 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;
 - 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 is (are) as follows: (see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

The two classroom teachers and learning support teacher are the relevant teachers.

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

Building empathy, respect and resilience among pupils by developing self-esteem and confidence

Making pupils aware of what bullying really is - with a special emphasis on cyber bullying

Having concern for special needs pupils and other pupils who may be vulnerable

Using our SPHE, RSE, Stay Safe and Alive-O programmes to develop awareness and resilience

Promoting awareness at a suitable level of Lesbian, Gay, Bisexual and Transgender people

Effective supervision of pupils especially in hot-spots and hot-times

Making the school community aware that bullying will not be tolerated and will be dealt with

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

Reports of bullying will be dealt with in a consistent, clear and predictable way. It will be evidence-based on teacher observation, pupil reporting, parent/guardian reporting, other pupil reporting and non-teaching staff reporting. Procedures will be clearly defined and known to the wider school community. Teachers will use professional expertise and experience to decide whether bullying has occurred and how best to deal with it within the constraints of this policy.

Parents and pupils are expected to co-operate fully with the intervention procedures and every effort will be made to resolve the issues and restore relationships and rebuild mutual respect. All reports of bullying will be investigated in a calm and unemotional manner and parents will be informed at an early stage of the process.

Pupils found to be engaged in bullying must be told that he/she is in breach of school policy and should try to see it from the injured party's side. Any disciplinary measures taken are to be considered a private matter between the pupils involved, their parents and the school.

After 20 schooldays if the issue has not been resolved it must be recorded as in Appendix 3. If the bullying persists it will be dealt with under the Code of Behaviour and advice may have to be sought from NEPS and HSE and An Garda.

7. The school's programme of support for working with pupils affected by bullying is as follows (see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*) :

Pupils may need counselling and professional help from outside agencies in extreme cases. Limited school resources will not be available to fund the provision of such expertise. At school level every effort will be made to develop self-esteem and restore a feeling of self-worth to both parties. Pupils should be encouraged to report to the teacher incidents of bullying inflicted on them or observed by them whether considered trivial or not until all pupils understand what bullying actually is. Separation within the classroom may help reduce hurt and potential conflict. Close supervision of hot-spots and hot-times is essential and non teaching staff may be able to assist under the guidance of the teacher. Pupils should be encouraged to be vigilant and report any concerns knowing that the relevant teacher will listen and take action

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. This policy was adopted by the Board of Management on 6th March 2014

11. This policy will be made available to school personnel, will be readily accessible to parents and pupils on request and a copy will be included in the school's Booklet for Parents. A copy of this policy will be made available to the Department and the patron if requested.

12. 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, will be readily accessible to parents and pupils on request and any changes made will be included in the school's Booklet for Parents. 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: _____

Date: _____

Date of next review: 6th March 2015