

CLONDRA NATIONAL SCHOOL ANTI-BULLYING POLICY

The school community of Clondra N.S believes that each pupil has a right to an education free from fear and intimidation.

The immediate priority, should a bullying incident occur, is ending the bullying (thereby protecting the person(s) being targeted) and resolving the issues and restoring the relationships involved insofar as is practicable.

All pupils are expected to contribute to the creation and maintenance of a safe environment in the school. On becoming aware of any bullying situation involving members of the school community they should notify a trusted responsible adult. Bullying behaviour is too serious not to report.

Pupils' participation in school life in general is encouraged through existing school structures. Awareness of bullying and willingness to take action to prevent or stop it, is part of this participation.

Note: A false accusation of bullying against a member of the school community is a serious misbehaviour.

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 Clondra NS has adopted the following anti-bullying policy within the framework of the school's overall Code of Behaviour. This policy 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) 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.

Key elements of a positive school culture and climate

- 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 promotes positive habits of self-respect, self-discipline and responsibility among all its member.

- 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 equality in general and gender equality in particular in all aspects of its functioning.
- The school has the capacity to change in response to pupils' 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.

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.

Practical tips for building a positive school culture and climate

- 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.
- Catch pupils 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 ignored.
- 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: these issues are covered in the 'Stay Safe' aspect of SPHE.
- 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 will 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 tend to be times where there is less structured supervision such as when pupils are in the playground/school yard or moving classrooms.

(b) Effective leadership

(c) A school-wide 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. In accordance with the ‘Anti-Bullying Procedures for Primary and Post-Primary Schools’ bullying is defined as:

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 policy.

Cyberbullying: 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.

1. Cyberbullying:

- It can occur 24/7
- It is conducted in private
- A negative message can be read over and over again
- The message can be made anonymously.
- Sometimes the person who wrote the message can be unaware of the hurt they are causing.
- It is widespread
- ‘Bystanders’ who like or comment on negative or hurtful messages are also bullying.

In the case of cyberbullying it is important to keep and save any bullying evidence of 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’.

Examples of bullying behaviours

<p>General behaviours which apply to all types of bullying</p>	<ul style="list-style-type: none"> • 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.
<p>Cyber-bullying: This type of bullying is increasingly common and is continuously evolving. It is bullying carried out through the use of information and communication technologies such as text, social network sites, e-mail, instant messaging (IM), apps, gaming sites, chat-rooms and other online technologies. Being the target of inappropriate or hurtful messages is the most common form of online bullying. As cyber-bullying uses technology to perpetrate bullying behavior and does not require face-to-face contact, cyber-bullying can occur at any time (day or night). Many forms of bullying can be facilitated through cyber-bullying. For example, a target may be sent homophobic text messages or pictures may be posted with negative comments about a person’s sexuality, appearance, etc. This form of bullying behavior will be investigated if it is found to have a negative impact in school. A once-off incident of on social media is considered cyber-bullying</p>	
<p>Cyber-bullying</p>	<ul style="list-style-type: none"> • Denigration: Spreading rumors, 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 • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Unwelcome or inappropriate sexual comments or touching • Harassment
Special Educational Needs, Disability	<ul style="list-style-type: none"> • 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:

- Principal
- Deputy Principal
- Class Teacher
- Special Education Teachers

Any teacher may act as a relevant teacher if circumstances warrant it.

5. 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:

School-wide approach

- A school-wide approach to the fostering of respect for all members of the school community.
- 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 develop 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.
- Staff professional development on programmes such as 'Fun Friends' and 'Friends for Life' which aim to promote resilience and as a prevention to bullying.
- Raise awareness within the whole school community (staff, pupils and parents) on all aspects of bullying.
- The school's anti-bullying policy is discussed with all pupils each year and is available for all parents/guardians to view on our school's website.
- The Board of Management review the anti-bullying policy each year and a copy of this review is given to the Parents' Association.
- Supervision and monitoring of classrooms, corridors, school grounds, school tours 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.
- Development and promotion of an Anti-Bullying code for the school to be displayed in a common area of the school.
- Encourage 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.
- Stress to pupils that bullying is never their fault. It can be stopped and children should be told to tell someone they trust such as a parent/teacher and never to ignore it.
- Ensuring that pupils know who to tell and how to tell, e.g.:
 - Direct approach to teacher at an appropriate time, for example after class.
 - Hand note up with homework.
 - Make a phone call to the school or to a trusted teacher in the school.
 - Get a parent(s)/guardian(s) or friend to tell on your behalf. (An appointment can be made to speak to a member of staff).
 - Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- Regular review of the Acceptable Use Policy in the school to include the necessary steps to ensure that the access to technology within the school is strictly monitored. Pupils are not allowed mobile phones in school.
- The anti-bullying module of the SPHE programme as it applies during each school year.
- This is taught discreetly as part of SPHE programme and informally throughout the year, pro-actively explaining the nature and variety, causes, consequences and unacceptability of bullying.
 - Pupils are helped to examine the issue of bullying in a calm rational way, outside of the tense context of particular bullying incidents. In the process they are made more aware of the nature of bullying and the various forms that it can take.

- Pupils are made aware that the consequences of bullying behaviour are always bad for those who are targeted, even if this is not always obvious at the time.
- The implementation of regular whole school awareness measures.

Implementation of curricula

- The full implementation of the SPHE curriculum and the RSE and Stay Safe Programmes.
- Continuous Professional Development for staff in delivering these programmes.
- School-wide delivery of lessons on bullying from evidence-based programmes, e.g. Stay Safe Programme, The Walk Tall Programme, Fun Friends, Friends for Life.
- Delivery of the Garda SPHE Programmes at primary level. These lessons, delivered by Community Gardai, cover issues around personal safety and cyber-bullying
- 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.
- The school will implement the advice in ‘Sexual Orientation – advice for Primary Schools’. See Appendix 1

Links to other policies: SPHE, RSE, Code of Behaviour, Child Safeguarding Statement, Acceptable Use of Internet, Child Protection Policy, Complaints Policy.

6. 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 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):

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 the secretary, special needs assistants (SNAs), classroom assistants, bus escorts, 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 (see section 6.8.9)

- The primary aim for the relevant teacher 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).
- In investigating and dealing with bullying, the relevant teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved.
- All reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher. 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.

- Non-teaching staff must be encouraged to report any instances of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher.
- 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.
- It is very important that all involved (including each set of pupils and parents) understand the above approach from the onset.
- Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents.
- Incidents are generally best 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 and setting and should act as 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 they may face from other members of the group after the interview by the teacher.
- It may also be appropriate or helpful to ask those involved to write down their account of the incidents.
- 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 should 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 should give the parent(s)/guardian(s) an opportunity to discuss 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 should be made clear to him/her how he/she 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.
- 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)/guardians and the school. It is not necessary to disclose full details of what action has been taken/sanctions, etc. to other parties involved in the incident.

Follow-up and recording

- Follow-up meetings with the relevant parties involved should 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. This can have a therapeutic effect.
- In cases where the relevant teacher considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour has occurred, it must be recorded by the relevant teacher in the recording template (Appendix 3, Anti-Bullying Procedures for Primary Schools).

- 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; and
 - Any feedback received from the parties involved, their parents or the school Principal or Deputy Principal.
- Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents must be referred, as appropriate, to the school's complaints procedures;
- In the event that a parent has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parents 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 and that all records are maintained in accordance with relevant data protection legislation and our school's data protection policy.

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 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 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 records will be held by the class teacher during the Process and retained indefinitely in a secure location (locked filing cabinet in upstairs locked storage room) by the Principal Teacher when the process has been resolved.
- Documents will be shared in accordance with GDPR regulations and names will be redacted.

Formal Stage 2 – Appendix 3 (From DES Procedures)

The relevant teacher must use the recording template (Appendix 3, Anti-Bullying Procedures for Primary Schools) 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.

When the recording template at Appendix 3 is used, it must be retained by the relevant teacher in question and a copy maintained by the principal. Principal must report to Board of Management once per term if Appendix 3 has been used. The principal will not attach any names or identification

of pupils involved to this report. The report will be shared in accordance with GDPR regulations and names will be redacted. We will store these records in a filing cabinet in locked upstairs storage room indefinitely. As this room is locked, permission must be sought from the principal to access these records.

Children First National Guidance 2017 and the Anti-Bullying Procedures provide that in cases of serious instances of bullying where the behaviour is regarded as possibly abusive, a referral may need to be made to Tusla or An Garda Síochána as appropriate. Where school personnel have concerns about a child arising from alleged bullying behaviour but are not sure whether to report the matter to Tusla, the designated liaison person (Colette McManus) shall seek advice from Tusla in accordance with the procedures set out in Chapter 5 of Children First National Guidance 2017.

As part of the Principals Report to the Board of Management, the Child Protection Oversight Report shall specify the number of cases of child protection concerns arising from alleged bullying behaviour amongst pupils since the last Board of Management meeting where:

- (a) The Deputy Liaison Person has reported a concern about a child arising from alleged bullying behaviour amongst pupils
- (b) The Deputy Liaison Person has sought Tusla advice as to whether to report a concern about a child arising from alleged bullying behaviour amongst pupils.

Where there were no such cases at (a) or (b) above, the report shall state this fact.

Established Intervention Strategies to be used (in conjunction with our school's Code of Behaviour):

A Teacher Conversations/Interviews

The teacher will speak to both the pupil/s being bullied and the pupil/s engaged in bullying about what has happened. They will be interviewed individually, then together or as a group.

Questions for the pupil/s being bullied:

- What happened?
- What were your thoughts at the time?
- How has this affected you and others?
- What do you think needs to happen next to make things right?

Questions for the pupil/s engaged in bullying:

- What happened?
- What were your thoughts at the time?
- How has (relevant party) been affected by what happened?
- What do you think needs to happen next?

B Mediation

- Identify pupils who are in conflict and arrange a meeting once tempers have cooled.
- Establish the rules. I.e. only one pupil talks at a time and the others listen.
- The mediator asks each pupil to describe in turn what has been happening.
- The mediator must listen carefully and then summarise what has been said to the satisfaction of those involved.
- The pupils will then be enabled to share their feelings on what happened and to discuss what could have been done to improve matters.
- The mediator records the actions that the pupils have agreed to carry out and each pupil signs an agreement.
- Further monitoring will take place and, if necessary, further meetings.

C Implementation of our Code of Behaviour Policy

- Important: make it as clear as possible to the staff and the pupils what bullying is, the forms it takes and the harm it does.
- Engage in discussion with all pupils on the kinds of rules that ought to govern relations between pupils in the school.
- Intervene as soon as possible after an act of bullying has been identified.
- Apply positive reinforcements when a pupil acts constructively.
- Apply sanctions if necessary that are appropriate to the behaviour.
- Engage in ‘serious’ talks with the pupil/s involved (and, if appropriate, the parents also), giving reasons for the actions taken by the school.
- Maintain a practice of rigorous surveillance of pupils’ interpersonal behaviour in the classroom and yard.

D Working with parents/guardians to support school interventions

- This may include meeting with parents

Other procedures which may be used

E Circle time in class (as part of SPHE lessons)

F Strengthening the victim: (pg. 31-33 of ‘Anti-Bullying Support Material, PDST)

- Building the pupils’ confidence
- Teaching the pupil to cope with verbal bullying and to react unemotionally

7. The school’s 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.
 - SEN team
 - Group work such as circle time
 - Buddy / Peer mentoring system (if warranted)
- If pupils require counselling or further supports the school will endeavour to liaise with parents and appropriate agencies to organise same. This may be for the pupil affected by bullying or involved in the bullying behaviour.
- Community Guard may be invited to talk to parents
- 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 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.

From time to time we use a Buddy System between 5th & 6th and the infant classroom which we feel is important in fostering communication, friendship and trust between the classes.

Pupils are supervised at all times when using the internet and the school’s NCSE system does not allow access to chat room or discussion forum at present.

School policies, practices and activities that are particularly relevant to bullying are:

- Code of Behaviour
- Child Safeguarding Statement
- Supervision of pupils

- Acceptable Internet Use policy (AUP)
- Complaints Policy
- Attendance Policy
- SPHE
- RSE
- General School Policy and Activities

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.

References:

Anti-Bullying Procedures for Primary and Post-Primary Schools

www.antibullyingcampaign.ie- free classroom resources -exercise sheets and videos for class use
School Programmes - Stay Safe / Walk tall / RSE /Making the Links

Review and Ratification

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. The 'Checklist for annual review of the anti-bullying policy and its implementation' (Appendix 4) will be completed annually. The policy will be made available to school personnel, published on the school website and provided to the Parents' Association. Notification will be sent to the Patron. The Checklist 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: _____

Acronyms

NCSE	National Council for Special Education
NEWB	National Education Welfare Board
PDST	Professional Development Service for Teachers
SEN	Special Educational Needs
SPHE	Social, Personal and Health Education

APPENDIX 1:

Sexual orientation – advice for primary schools

General points

- Schools can foster a culture that is accepting of difference. This can be expressed where appropriate, rather than making the assumption that everyone understands it.
- An integral part of RSE is learning to respect others; this will include respect for families or individuals who are different from the norm.
- The Equal Status Acts 2000 and 2004 provide protection against discrimination on nine grounds, one of which is sexual orientation. The Acts oblige those who manage schools to protect students and staff from discrimination or sexual harassment.
- If children are using the word ‘gay’ in a negative fashion it is better not to ignore it in the hope that it will go away. The same advice would apply for any instance of bullying.
- Schools are advised to develop a strategy for responding to children who have questions about sexual orientation or who are taunting others about being gay. This should be done in the context of the school’s ethos and RSE policy and with the awareness that primary school children are probably too young to engage in any detailed discussion of sexual identity.

Practical Suggestions

- Depending on the context and the age group of the children, the teacher could ask a child or a class group what they mean by the word ‘gay’
- A school could decide on a response to this question, such as ‘Some people are attracted to people of the opposite sex. This is called being heterosexual. Some people are attracted to people of the same sex. This is called being homosexual or gay.’
- To give factual information like this in an open and straightforward way may help to remove the secrecy which is necessary for any bullying to flourish.
- Homophobic insults should be treated in exactly the same way as racist or other insults – the teacher can calmly explain to the child that such insults are hurtful to the other person and are not acceptable.
- Schools promote a culture of communication which actively discourages abusive name calling .