Anti- Bullying Policy

October 2021

School Position on Bullying (Anti-Bullying Statement)

The Cushinstown National School community believes that each pupil has a right to an education free from fear and intimidation.

The school regards bullying as a serious infringement of individual rights and a serious threat to the self-esteem and self-confidence of targeted pupil(s). Therefore it does not tolerate bullying of any kind.

Every report of bullying is treated seriously and dealt with, having due regard for the well-being of the targeted pupil(s) and the perpetrator(s).

An 'Anti-Bullying Team,' made up of staff members, exists to cultivate an environment free from bullying.

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 using a "Reform, not Blame" approach.

All pupils are expected to contribute to the creation and maintenance a safe environment in the school. On becoming aware of any bullying situation, in or outside the school, 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.

Anti-Bullying Policy

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 Cushinstown National School has adopted the following anti-bullying policy within the framework of the school's overall code of behavior. 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 recognizes 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;

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- 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 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.

This definition includes a wide range of behaviour, whether verbal or written, whether physical or social, whether targeting person or property, whether carried out directly or indirectly or through any electronic or other medium, which could harm a pupil or undermine her/his self-esteem or self-confidence.

Appendix 1 gives a list of specific examples of bullying behaviour. This list is not exhaustive.

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 in this school is the class teacher

5. The education and prevention strategies (including strategies specifically aimed at cyber-bullying and identity based bullying) used by the school are as follows:
   - The anti-bullying module of the SPHE programme as it applies during each school year,
     - 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.
     - Pupils are encouraged to recognise, reject and report bullying behaviour, either spontaneously or through questionnaires that are regularly used in the school.

     Through presentations or other exercises, the school staff and parents/guardians are made aware of the nature of bullying and the signs that might indicate that a pupil is being bullied. They are encouraged to be vigilant in watching out for signs of bullying and to report any suspicion of bullying they may have to the "Relevant Teacher" (in the case of staff members) or any staff member (in the case of parents/guardians).

     Through regular reports in school newsletters and other communications as well as at meetings with parent/guardian groups parents/guardians are regularly informed of the activities of the school 'Anti-Bullying Team' and encouraged to support its work.
   - An annual anti-bullying/friendship day/week (*if applicable*),
   - Other (*if applicable*) . . .

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, (e.g. the six step approach available from the "Dealing with Incidents" section of the Anti-Bullying Campaign website) are as follows:
   - The 'Relevant Teacher' investigates all instances of reported or suspected bullying behaviour, whether these take place within the school or outside it, with a view to establishing the facts and bringing any such behaviour to an end.
   - The School, through the 'Relevant Teacher' reserves the right to ask any pupil to write an account of what happened, as part of an investigation. This will be a standard procedure and does not necessarily imply that a pupil is guilty of misbehaviour.
   - Pupils who are alleged to have been involved in bullying behaviour are interviewed by the 'Relevant Teacher' to establish the nature and extent of the behaviour and any reasons for it. In the event that they have been involved in bullying behaviour they are asked to sign a binding promise that they will treat all pupils fairly, equally and respectfully including the targeted pupil(s).
   - The 'Relevant Teacher' does not apportion blame but rather treats bullying behaviour as a "mistake" that can and must be remedied. S/he emphasises that the intention is not to punish perpetrators but to talk to them, to explain how harmful and hurtful bullying is and to seek a promise that it will stop. If that promise is forthcoming and is honoured there will be no penalty and that will be the end of the matter. Pupils who report bullying therefore are not getting others "in trouble" so much as enabling them to get out of trouble into which they may ultimately get if the bullying continued.

- When an investigation is completed and/or a bullying situation is resolved the 'Relevant Teacher' will complete a report, to include the findings of the investigation, the strategy adopted and the outcome of the intervention, as well as any other relevant information.
- If a pupil has signed such a promise but then chooses to break that promise and continue the bullying behaviour, this can then no longer be considered a "mistake." In this event parent(s)/guardian(s) will be informed and requested to countersign their daughter/son's promise. Breach of this additional promise by further bullying behaviour is regarded as a very grave matter and a serious sanction may be imposed by the school authorities (See sanctions below).
- All documentation regarding bullying incidents and their resolution is retained securely in the school.
- Sanctions:

  Where a pupil has been found to be engaged in bullying behaviour, has formally

  promised to stop and has broken that promise, any of the following sanctions

  may be imposed:

  - S/he may be required to sign another promise, this time countersigned by a parent/guardian;
  - Parent(s)/guardian(s) may be contacted by the 'Relevant Teacher' and informed of the nature and extent of the bullying behaviour with a view to agreeing a strategy whereby a promise to end the bullying behaviour would be honoured;
  - Parent(s)/guardian(s) may be invited to a meeting with the 'Relevant Teacher' and the Principal and the pupil may be suspended from school.
  - The case may be referred to the Board of Management and the pupil may be expelled from the school.

7. The school's programme of support for working with pupils affected by bullying is as follows:
   - Bullied pupils:
     - Ending the bullying behaviour,
     - Changing the school culture to foster more respect for bullied pupils and all pupils,
     - Changing the school culture to foster greater empathy towards and support for bullied pupils,
     - Indicating clearly that the bullying is not the fault of the targeted pupil through the awareness-raising programme,
     - Indicating clearly that the bullying is not the fault of the targeted pupil through the speedy identification of those responsible and speedy resolution of bullying situations,
     - After resolution, enabling bullied pupils to complete a victim-impact statement,
     - Making adequate counselling facilities available to pupils who need it in a timely manner,
     - Helping bullied pupils raise their self-esteem by encouraging them to become involved in activities that help develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school).
     - Implementing a "buddy system" in the school (*if applicable*),
     -

- Bullying pupils:
  - Making it clear that bullying pupils who reform are not blamed or punished and get a "clean sheet,"
  - Making it clear that bullying pupils who reform are doing the right and honorable thing and giving them praise for this,
  - Making adequate counselling facilities available to help those who need it learn other ways of meeting their needs besides violating the rights of others,
  - Helping those who need to raise their self-esteem by encouraging them to become involved in activities that develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school),
  - Using learning strategies throughout the school and the curriculum to help enhance pupils' feelings of self-worth,
  - In dealing with negative behaviour in general, encouraging teachers and parents to focus on, challenge and correct the behaviour while supporting the child,
  - In dealing with bullying behaviour seeking resolution and offering a fresh start with a "clean sheet" and no blame in return for keeping a promise to reform.

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. The Board of Management confirms that the school will, in accordance with its obligations under equality legislation, take all such steps as 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 4 / 11 / 21 [date].

11. 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 of Education and Skills and to 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, published on the school website (or where none exists, be otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A record of the review and its outcome will be made available to the Department of Education and Skills and to the patron if requested.

Signed: _____   Signed: _____

    (Chairperson of Board of Management)   (Principal)

Date: 4 / 11 / 21 _____   Date: ___/___/_____

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Date of next review: ___/___/_____

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 Cushinstown 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.

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.

- A school culture which encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment.

- A school culture which promotes respectful relationships across the school community.

At Cushinstown N.S. we consider the following to be key elements of a positive school culture:

- Acknowledgement of the right of each member of the school community to attend and enjoy school in a safe and secure environment.

- Acknowledgement of the uniqueness of each individual and their worth as a human being.

- Promotion of positive habits of self-respect, self-discipline and responsibility among all our pupils.

- Prevention of vulgar, offensive, sectarian or other aggressive behaviour by any of our pupils.

- Promotion of equality in general and gender equality in particular in all aspects of our functioning.

- Capacity to change in response to our pupils' needs.

- Identification of aspects of our curriculum through which positive and sustainable influences can be exerted towards forming pupils' attitudes and values.

- Recognition of the need to work in partnership with parents and keep them informed regarding procedures.

- Whole-staff awareness that supporting one another is a key aspect of prevention. New/inexperienced members of staff to be given every opportunity to discuss concerns and model best practice.

- Support and encouragement of Continuous Professional Development (CPD) in relation to anti-bullying strategies for all members of staff.

Recording and Evaluation

- Commitment from all staff to undertake consistent recording, investigation and follow up regarding bullying behaviour including use of established intervention strategies.

- Ongoing evaluation of the effectiveness of the anti-bullying policy.

Education and prevention strategies

The following education and prevention strategies will be used by Cushinstown N.S. in accordance with section 6.5 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools:*

- 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 stereo-typing, and highlight the unacceptability of bullying behaviour.

- The fostering and enhancing of the self-esteem of all pupils through both curricular and extracurricular activities.

- The provision of 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 pupils' lives and the need to respond to it.

- An annual audit of professional development needs with a view to assessing staff requirements through internal staff knowledge/expertise and external sources.

- Ongoing professional development for staff.

- Whole-school raising of awareness and training on all aspects of bullying, to include pupils, parents/guardians and the wider school community.

- 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 classrooms and in common areas of the school.

- Discussion of the anti-bullying policy with parents and guardians, with all

- parents/guardians being given a copy as part of the Code of Behaviour of the school on enrolment.

- Implementation of regular whole-school awareness measures e.g. regular school assemblies led by principal or deputy principal.

- Encouragement of a culture of telling, with particular emphasis on the importance of bystanders so that pupils 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.

- Ensuring that pupils know who to tell and how to tell, e.g.:
- Direct approach to teacher at an appropriate time
- Hand note up with homework.
- Make a phone call to the school
- Anti-bully or Worry box
- Parent/guardian or friend to tell on the child's behalf.
- Ensuring bystanders understand the importance of telling if they witness or know that bullying is taking place.

- Identification of clear protocol to encourage parents/guardians to approach the school if they suspect that their child is being bullied. The protocol should be developed in consultation with parents.

- The development of an Internet Acceptable Use policy in the school to include the necessary steps to ensure that access to technology within the school is strictly monitored.

- The listing of supports currently being used in the school and the identification of other supports available to the school.

Implementation of curricula

- The full implementation of the SPHE, RSE and Stay Safe Programmes.

- Continuous Professional Development for staff in delivering these programmes.

- Whole-school delivery of lessons on bullying from evidence-based programmes, e.g. Webwise.

- Visits from An Garda Síochána Community Service and other approved services as appropriate, to cover issues around personal safety and cyber-bullying.

- Specific consideration of 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.

Links to other policies

The following school policies, practices, activities and resources are particularly relevant to anti-bullying:
- Code of Behaviour
- Child Protection Policy
- Supervision Policy
- Internet Acceptable Use policy

- Recognition of the right of parents to share in the task of equipping pupils with a range of life skills.

- Recognition of the role of other community agencies in preventing and dealing with bullying.

- Promotion of habits of mutual respect and courtesy and an awareness of the interdependence of people in groups and communities.

- Promotion of qualities of social responsibility, tolerance and understanding both in school and outside of school.

- Whole-staff sharing of a collegiate responsibility, under the direction of the Principal, to act in preventing bullying/aggressive behaviour by any member of the school community.

Effective leadership

- The BOM has overall responsibility to ensure that this policy is effective, sustainable and measured. The BOM must ensure that accountability is of the highest standard.

- The In School Management Team (see Appendix C) has a clear role to act in a leadership capacity within the school community, stimulating a whole-school approach to preventing and tackling bullying and modelling best practice.

- The Principal of Cushinstown N.S. as key leader, strongly influences attitudes and sets standards in relation to dealing with bullying.

- All staff have a responsibility to act as good role models. They are expected to be fair, clear and consistent in their disciplinary measures.

A whole-community approach

- A whole-community approach to the problem of bullying is required. The school community at Cushinstown comprises management, teachers, non-teaching staff, pupils, parents/guardians.

- Bullying behaviour may extend beyond the school community. Where this negatively impacts on the school, parents, pupils and staff have a responsibility to support the school in helping to address the issue. This applies particularly (but not exclusively) to cyber bullying.

- The assistance of An Garda Síochána, TUSLA Child and Family Agency and various community services may be required in some cases.

- Collective vigilance is needed throughout the whole school to identify and deal with issues around bullying in a fair and equitable manner.

A shared understanding of what bullying is and its impact:

In accordance with the *Anti-Bullying Procedures for Primary and Post-Primary Schools, Sections 2 & 3,* bullying is defined as follows:

Unwanted negative behaviour, verbal, psychological or physical, conducted by an individual or group against another person (or persons) which is <u>repeated</u> over time.

Cushinstown N.S. endeavours to put in place appropriate systems to ensure that ALL relevant members of the school community have a shared understanding of what constitutes bullying behaviour as defined above.

The following types of bullying behaviour are included in the definition of bullying:

- Deliberate exclusion and malicious gossip.

- Cyber-bullying.

- 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.

Bullying is not...

- Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging.

<u>Note:</u> Negative behaviour that does not meet the above definition of bullying will be dealt with in accordance with the school's code of behaviour.

Implementation of education and prevention strategies

- Building empathy, respect and resilience in pupils.

- Addressing specifically the issues of cyber-bullying and identity-based bullying.

Effective supervision and monitoring of pupils

- Ensuring that supervision of pupils is effective and consistent throughout the school day.

- Ensuring that supervision in all areas is managed and conducted effectively, with particular attention given to 'hot spots' or 'hot times'.

Supports for staff

- Regular discussion and review of policy and procedures to support staff on a continuous basis.

- Uniform interpretation of what is expected in relation to bullying, how to identify possible bullying behaviours, how to manage disclosures and how to deal effectively with incidents of bullying within the school.

- Information pack for new staff and substitute teachers
- Class information folder- Tree folders
- Buddy Bench
- Assembly

Staff responsible for investigating and dealing with bullying in accordance with the Anti-Bullying Procedures for Primary & Post Primary Schools

- Principal

- Deputy Principal

- All class teachers

- Care Team Members relevant to the child e.g. Senior Management, class teacher, SNA, special education teacher/s.

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.
- Every effort will be made to ensure that all involved 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, following correct protocol.

- All reports, including anonymous reports of bullying placed by pupils in a Worry Box or equivalent, will be investigated and dealt with by the relevant teacher. This does not include anonymous reports from adults, unless there is a child protection issue.

- Teaching and non-teaching staff must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant class teacher.

Investigating and dealing with incidents

- 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.

- 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.

- Teachers should adopt a calm, unemotional, problem-solving approach.

- Where possible, incidents should be investigated outside the classroom situation to ensure the privacy of all involved.

- All interviews should be conducted with sensitivity and with due regard for the rights of all pupils concerned. Pupils who are not directly involved may also provide relevant information.

- When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions under the headings what, where, when, who and why, ensuring that only non-leading questions are used. This should 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 should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements. The assistance of another staff member may be required at this time.

- It may also be appropriate or helpful to ask those involved to write down their account of the incident(s).

- 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 in line with the school policy. The school should give 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 that pupil that he/she is in breach of the school's anti-bullying policy and efforts should be made to encourage empathy so that the pupil who is bullying can see the situation from the perspective of the pupil being bullied and can come to understand the harm and hurt their behaviour is causing.

- 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)/guardian(s) and the school.

Recording of bullying behaviour

The school's procedures for noting and reporting bullying behaviour are as follows:

- Informal pre-determination that bullying has occurred

- Recording of bullying incidents in an objective and factual manner.

- Written recording of any incidents (witnessed or notified) by class teacher. All incidents to be reported to the relevant teacher.

- Relevant teacher informing the principal of all incidents being investigated.

- At the end of each school year, any written records pertaining to a class will be passed on to the next class teacher and put on file in the appropriate Tree folders.

- The relevant teacher must use the recording template (see appendix B) attached to record the bullying behaviour in the following circumstance:

  where he/she considers that the bullying behaviour has not been adequately and appropriately addressed within 20 days after he/she has determined the bullying behaviour occurred. The recording template to be retained by the relevant teacher in question and a copy maintained by the principal.

- Teachers' records to be retained in Class Tree folder marked private and confidential. All report templates given to the Principal will be retained in the filing cabinet in the Principal's office.

- Any incident of serious cyber-bullying to reported to An Garda Síochána.

Follow up

In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of their 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

- Any feedback received from the parties involved, their parent(s)/guardian(s)s or the school Principal or Deputy Principal

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. Where a parent(s)/guardian(s) is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent(s)/guardian(s) must be referred, as appropriate, to the school's complaints procedures. In the event that a parent(s)/guardian(s) has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parent(s)/guardian(s) of their right to make a complaint to the Ombudsman for Children.

Established intervention strategies

- Teacher/pupil interviews

- Negotiation of agreements between pupils and follow up monitoring progress. This can be on an informal basis or implemented through a more structured mediation process

- Working with parent(s)/guardian(s) to support school interventions

- Anti-bullying programmes throughout the year

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.
  - SPHE Lessons-Walk Tall, Stay Safe RSE, Webwise and Prim Ed books
  - Buddy Bench programme
  - NEPS programmes on www.neps.ie
  - Anti-Bullying Week
  - Buddy system where appropriate
  - Care Team Support (where applicable)

- If pupils require counselling or further supports the school will endeavour to liaise with the appropriate agencies to organise same. NEPS may be contacted for advice. This may be for the pupil affected by bullying or for the pupil involved in bullying behaviour.

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.

- There are agreed supervision and monitoring practices in the school.

- Mobile phones are not permitted during school. Mobile phones are not permitted on school tours/outings, school concerts or any other school-related activities.

- In relation to Internet Acceptable Use Policy in the school the following issues are addressed:
  - All Internet sessions are supervised by a teacher
  - The school regularly monitors pupils' internet usage within school time.
  - NCTE provides the school with filtering software that minimises the risk of exposure to inappropriate material.

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 following nine grounds specified in legislation: gender, including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller Community.

Ratification

This policy was adopted on:

_____

This policy has been made available to school personnel and published on the school website. This policy is readily accessible to parents and pupils on request and provided to the Parents' Association who were active partners in its compilation. 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 when necessary.

Signed:_____   Signed: _____

School Manager   (Principal)

Date:_____   Date: _____

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Appendix A

Bullying Behaviours which Cushinstown National School has identified as relevant to our context:

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 • Insulting or offensive gestures • The "look" • Invasion of personal space • Malicious gossip • Isolation • Exclusion • Ignoring • Taking someone's friends away • Spreading rumours • Breaking confidence • Talking loud enough so that the victim can hear • A combination of any of the above
Cyber	• 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 is then posted 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
Identity-Based Behaviours Including any of the nine discriminatory grounds mentioned in Equality	• Spreading rumours about a person's sexual orientation • Taunting a person of a different sexual orientation • Name calling • Physical intimidation or attacks • Threats

Legislation (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race 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
	• Unwelcome or inappropriate sexual comments or touching • Harassment • Sharing confidential or compromising information or images
	• 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

Appendix B

CUSHINSTOWN

NATIONAL SCHOOL

Recording Bullying behaviour

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))*

Pupil concerned	
Other Pupil	
Parent	
Teacher	
Other	

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

Playground	
Classroom	
Corridor	
Toilets	
School Bus	
Other	

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

Cushinstown NS

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. Brief Description of bullying behaviour and its impact

8. Details of actions taken

Signed: _____ _____ _____

Date: _____

Date submitted to Principal/Deputy Principal: _____

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Cushinstown NS

APPENDIX C

<u>In School Management Team</u>

Carol O'Reilly Principal

Muireann Furlong Deputy Principal

Valerie Ryan AP1

Michelle O'Leary AP11