



Anti-Bullying Policy.

Introduction

Ard Scoil Chiaráin Naofa, Clara is a co-educational and multi-denominational post-primary school, committed to our ETB School Core Values of Excellence in Education, Care, Equality, Community and Respect. The Anti-Bullying Policy has been developed in partnership with various members of the school community – Board of Management, Student Council, Parents' Council and Staff. It is published on the school's website and will be made available in hard copy, on request, to any person who requests it. In this policy document, the term "parent" is taken to include "guardian."

Mission Statement

Ard Scoil Chiaráin Naofa promotes the holistic educational development of all within the school community. We strive for academic excellence and aim to maximise the potential of each individual in a safe, caring, and respectful manner.

Rationale

In keeping with our mission statement our Anti-bullying policy seeks to provide a safe caring environment based on respect for all. We strive to ensure all within the school community treat each other with respect and create a positive learning environment. The basis of all our school policies is our school motto "Respect for all."

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 Ard Scoil Chiaráin Naofa 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 (Circular 045/2013).

Aims;

- To ensure a supportive and caring ethos in the school to prevent/ counter bullying
- Define bullying

- To clarify roles and responsibilities
- To develop guidelines to deal with alleged incidents of bullying in a fair and consistent manner
- To offer supports to all members of the school community affected by alleged incidents of bullying

2. The Board of Management recognises the profoundly serious nature of bullying and the negative impact that it can have on the lives of students or staff 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;
- acknowledges that all forms of bullying are wrong and unacceptable, and will not be tolerated in Ard Scoil Chiaráin Naofa;
- encourages students and staff to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
- promotes respectful relationships across the school community. All members of the school community are entitled to good working and learning conditions free from harassment or abuse.

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:

- builds empathy, respect, and resilience in students;
- explicitly address the issues of cyber-bullying and identity-based bullying; including in particular, homophobic and transphobic bullying.

f) Effective supervision and monitoring of students.

g) Supports for staff.

h) Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies).

i) On-going evaluation of the effectiveness of the anti-bullying policy.

The school recognises that it must address bullying perpetrated outside school which has consequences within the school.' Nevertheless, the school has limited resources at its disposal to resolve bullying situations which arise outside of school time and we remind parents, as primary

educators, of their responsibilities in dealing with such situations. Every effort should be made by the relevant students and their parents to bring a peaceful resolution to a bullying situation arising outside of school time so that the impact on students' learning and experience in school is minimised. We encourage parents to bring any cyber-bullying situation to the attention of the Gardaí.

Definition of Bullying

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:

- ***relational-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*.

Types of Bullying

<i>General Bullying behaviours which apply to all</i>	<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
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	<ul style="list-style-type: none"> ▪ 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
Cyber-Bullying	<ul style="list-style-type: none"> ▪ <u>Denigration:</u> Spreading rumours, lies or gossip to hurt a person’s reputation ▪ <u>Harassment:</u> Continually sending vicious, mean, or disturbing messages to an individual ▪ <u>Impersonation:</u> Posting offensive or aggressive messages under another person’s name ▪ <u>Flaming:</u> Using inflammatory or vulgar words to provoke an online fight ▪ <u>Trickery:</u> Fooling someone into sharing personal information which you then post online ▪ <u>Outing:</u> Posting or sharing confidential or compromising information or images ▪ <u>Exclusion:</u> Purposefully excluding someone from an online group ▪ <u>Cyber stalking:</u> Ongoing harassment and denigration that causes a person considerable fear for his/her safety ▪ Silent telephone/mobile phone call ▪ Abusive telephone/mobile phone calls ▪ Abusive text messages ▪ Abusive email ▪ Abusive communication on social networks e.g., Facebook / Snapchat/ Instagram / Twitter / You Tube or on games consoles ▪ Abusive website comments / Blogs / Pictures ▪ Abusive posts on any form of communication technology
Identity Based Behaviours	Including any of the nine discriminatory grounds mentioned in Equality Legislation (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race, and membership of the Traveller community).
Homophobic and Transgender Bullying	<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 etc. used in a derogatory

	<p>Manner</p> <ul style="list-style-type: none"> Physical intimidation or attacks Threats
<i>Race, nationality, ethnic background, and membership of the Traveller community</i>	<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
<i>Relational</i>	<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'
<i>Sexual</i>	<ul style="list-style-type: none"> Unwelcome or inappropriate sexual comments or touching Harassment
<i>Special Educational Needs, Disability</i>	<ul style="list-style-type: none"> Name calling Taunting others because of their disability or learning needs Taking advantage of some students' vulnerabilities and limited capacity to recognise and defend themselves against bullying Taking advantage of some students' vulnerabilities and limited capacity to understand social situations and social cues. Mimicking a person's disability Setting others up for ridicule

Cyber-Bullying

Cyber-bullying is an aggressive, intentional act carried out by a group or individual using electronic / digital forms of contact repeatedly over time or even once using social media, against a person who cannot easily defend himself/herself.

By cyber-bullying, we mean bullying by electronic / digital media:

- Bullying by texts, messages, or calls on mobile phones or using social media applications
- The use of mobile/smartphone / iPad or other digital device camera to cause distress, fear, or humiliation
- Posting threatening, abusive, and defamatory or humiliating material on websites, to include blogs, personal websites, social networking sites
- Using e-mail to message others
- Hijacking/cloning e-mail accounts
- Making threatening, abusive, and defamatory or humiliating remarks in chat rooms / social media, to include Instagram, TikTok, Snapchat, Facebook, Twitter, YouTube, Google+, Flickr, Ask.fm among others.

The need for ethical and responsible use of digital technologies by students, staff and parents is outlined in our Acceptable Use Policy. In line with our Mission Statement cyber-bullying is always wrong as it exhibits disrespect for another. We remind parents of their responsibility to help resolve situations that arise outside of school and every effort should be made to ensure that the situation does not impact on students in the school or their learning. We encourage parents to report cyber-bullying to the Gardaí.

Teaching staff will endeavour to respond effectively, within its available resources, to reports of cyber-bullying or harassment and use the systems in place to respond to it. Ard Scoil Chiaráin Naofa endeavours to block access to inappropriate web sites using firewalls, antivirus protection and filtering systems. Internet sessions are supervised by a teacher wherever possible to do so. Mobile phones and other digital technologies may only be used under the instruction and supervision of a teacher. Where appropriate and responsible, Ard Scoil Chiaráin Naofa audits digital media communications and regularly reviews the security arrangements in place.

Whilst education and guidance remain at the heart of what we do, Ard Scoil Chiaráin Naofa reserves the right to take action against those who take part in cyber-bullying. All bullying is damaging but cyber-bullying and harassment can be invasive of privacy at all times. ***These acts may also be criminal acts.*** Being in possession of a digital image of a sexual nature may also be a criminal act, and students are absolutely forbidden at all times from engaging in sexting or similar activities that could potentially be criminal and have devastating consequences for those involved.

Ard Scoil Chiaráin Naofa supports firstly the student who is targeted by cyber-bullying and, when necessary, will work with the Gardaí to detect those involved in criminal acts. Ard Scoil Chiaráin Naofa will use, as appropriate, the full range of sanctions to correct, punish or remove any student who bully fellow students or harass staff in this way, both in and out of school. The school will use its power of confiscation where necessary to prevent students from committing crimes or misusing equipment. All members of the school community are aware they have a duty to bring to the attention of the Year

Heads, Deputy Principal or Principal any example of cyber-bullying or harassment that they know about or suspect.

Students, staff, and parents should read and adhere to the Acceptable Use Policy. Personal social media accounts should never be used in school unless a teacher instructs this. Digital devices may only be used during school time for educational purposes and under the instruction and supervision of a teacher.

Guidance for Staff

If a staff member suspects or is told about a cyber-bullying incident, he/she will follow the protocol outlined below:

Mobile Phones / iPad / other digital device:

- Ask the student to show you the mobile phone / iPad / other digital device
- Clearly note everything on the screen relating to an inappropriate message or image, to include the date, time, and names
- Make a transcript of a spoken message - again record date, times, and names
- Tell the student to save the message/image
- Go with the student and see the Year Head in the first instance, (or Deputy Principal or Principal if the Year Head is not available)
- Print the material, if appropriate
- Inform the Principal (or Deputy Principal)

Guidance for Students

If you believe you or someone else is the target of cyber-bullying, you must speak to an adult as soon as possible. This person could be a parent, teacher, Guidance Counsellor, Tutor, Year Head, Deputy Principal or Principal. In addition, please follow the steps outlined below:

- Do not answer abusive messages but log and report them
- Do not delete anything until it has been shown to one of the adults listed above (even if it is upsetting, the material is important evidence which may need to be used later as proof of cyber-bullying)
- Do not give out personal IT details / passwords etc.
- Never reply to abusive e-mails or messages
- Block and report anyone who targets you or another student online
- Never reply to or arrange to meet someone you do not know
- Stay in public areas in chat rooms on the internet
- Inform your parent(s), Tutor, and Year Head

- Talk to your parents about reporting the matter to the Gardaí and do so in serious situations

Guidance for Parents

- It is vital that parents and the school work together to ensure that all students are aware of the serious consequences of getting involved in anything that might be seen to be cyber-bullying.
- Ard Scoil Chiaráin Naofa informs parents of the Anti-Bullying Policy and the procedures in place to deal with cyber-bullying and other forms of bullying.
- Parents can help by making sure their child understands the school's policy and, above all, how seriously the school takes incidents of cyber-bullying.
- Parents should also explain to their children the legal issues relating to cyber-bullying.
- If parents believe their child is the target of cyber-bullying, they should save the offending material (if need be, by saving an offensive message on their or their child's device) and make sure they have all relevant information before deleting anything.
- Parents should contact the Year Head in the first instance, (or Deputy Principal or Principal if the Year Head is not available) as soon as possible. A meeting can then be arranged with relevant members of staff and/or the student. Parents are also encouraged to contact the Gardaí with any serious case of cyber-bullying.
- If the incident falls at weekends or in the holidays, Ard Scoil Chiaráin Naofa reserves the right to take action against bullying perpetrated outside the school which spills over into the school.
- Several sites and national bodies offer helpful advice to parents, particularly with respect to how you can best monitor your child's use of digital media at home. Important and useful information can be found on the following sites:

www.webwise.ie,

www.internetsafety.ie,

www.education.ie,

www.thinkb4uclick.ie,

www.bully4u.ie

Investigating Bullying

The relevant teacher(s) for investigating and dealing with bullying in Ard Scoil Chiaráin Naofa are as follows:

- Principal
- Deputy Principal
- Year Heads
- Guidance Counsellors

Any teacher may act as a relevant teacher if circumstances warrant it. See Section 6.8 of the DES (Department of Education and Skills) Anti-Bullying Procedures, 2013.

Education and Prevention

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 DES Anti-Bullying Procedures)*.

Education and Prevention Strategies

School-Wide Approach

- A school-wide approach to the fostering of respect for all members of the school community, in accordance with our Mission Statement and the ETB School Core Values of Excellence in Education, Care, Equality, Community and Respect.
- The school seeks to promote a positive and supportive climate at all times.
- The Child Safeguarding Statement and Risk Assessment is implemented, reviewed, and communicated to the school community annually.
- 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 students through curricular, co-curricular and extracurricular activities. Students 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 students' lives and the need to respond to it - prevention and intervention.
- School wide awareness raising and training on all aspects of bullying, to include students, parents, and the wider school community.
- Curricular areas such as SPHE (Social, Personal and Health Education) (Well-being), CSPE, RE (Religious Education), and RSE (Relationships and Sexuality Education) foster values that promote respect for oneself and each other.
- Co-curricular and Extra-curricular activities promote the holistic development of students, contributing to their well-being, social and emotional development (e.g., Friends for Life Programme).
- Year Heads, Guidance Counsellors and Senior Management communicate on students' needs and progress through the schools Care Team
- Supervision and monitoring of classrooms, corridors, school grounds, school tours and extra-curricular activities. Non-teaching staff will be encouraged to be vigilant and report issues to the Principal, Deputy Principal or Year Head. Supervision will also apply to monitoring students' use of communication technology within the school.
- Involvement of the Prefects / Student Council and other Student Groups (e.g., Mentors) in contributing to a safe school environment e.g., Mentoring, and other student support activities that can help to support students and encourage a culture of peer respect and support.
- Guidance-related learning with First Year students on the theme of Online Safety and Responsible Use of Social Media; Digital Media Literacy/IT with all students in Junior Cycle.

- Development and promotion of an Anti-Bullying Code for the school - to be included in student journals and displayed publicly in classrooms and in communal areas of the school.
- The school's Anti-Bullying policy is discussed with students and all parents are given access to a copy on our website, as part of the Code of Behaviour of the school.
- Encourage a culture of telling, with particular emphasis on the importance of bystanders. In that way students will gain confidence in 'telling.' This confidence factor is of vital importance. It is made clear to all students that when they report incidents of bullying, they are not considered to be telling tales but are behaving responsibly.
- Ensuring that students know who to tell and how to tell, e.g.:
 - 🚩 Direct approach to the teacher at an appropriate time, for example after class.
 - 🚩 Hand a note up with homework
 - 🚩 Ask a parent or friend to tell on your behalf.
 - 🚩 Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- Clear protocols are in place to encourage parents to approach the school if they suspect that their child is being bullied. The parent should contact the Year Head in the first instance, (or Deputy Principal or Principal if the Year Head is not available), by phone and should supply a written account of the situation to the principal.
- The development and implementation of the whole-school Acceptable Use Policy (AUP) to include the necessary steps to ensure that the access to technology within the school is strictly monitored, as is the students' use of mobile phones. Ethical and responsible use of digital technologies is fostered through the implementation of the AUP.

Implementation of Curricula

- The full implementation of the SPHE and CSPE curricula and the RSE Programmes. Planning for the full implementation of Well-being is under way.
- Continuous Professional Development for staff in delivering these programmes.
- School wide delivery of lessons on bullying from evidence-based programmes, e.g., #UP2US, Friends for Life/My Friends Youth Programme, On My Own Two Feet, Lockers Programme.
- School wide delivery of lessons on Relational aggression, Cyber Bullying (#UP2US, Be Safe-Be Web-Wise, Think Before you Click, Lockers, BeInCntrl,)), Homophobic and Transphobic Bullying (Growing up LGBT, Stand Up Programme, The Trust Pack) Diversity and Interculturalism.
- Delivery of the Garda SPHE Programmes. These lessons, delivered by Community Gardai, cover issues around substance use, personal safety, and cyber-bullying.
- The school will specifically consider the additional needs of SEN students with regard to programme implementation and the development of skills and strategies to enable all students to respond appropriately.

Links to Other Policies

- Code of Behaviour, Child Safeguarding and Risk Assessment, Acceptable Use Policy, CCTV Policy, Data Protection Policy, SPHE Policy, RSE Policy, Substance Use Policy, Non-Discrimination Policy, Safety Statement

Procedures for Investigating

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 DES Anti-Bullying Procedures):

Procedures for Investigating and Dealing with Bullying Behaviour

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 are consistent with the following approach. Every effort will be made to ensure that all involved (including students and parents) understand this approach from the outset.

Reporting Bullying Behaviour

- Any student or parent may bring a bullying incident to any teacher in the school, but the report should be made in the first instance to the Year Head, where possible.
- All reports, including anonymous reports of bullying, will be investigated, and dealt with by the relevant Year Head.
- Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, and cleaning staff, must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant Year Head.
- All staff will keep a written record of any bullying incidents witnessed by them or notified to them (in compliance with GDPR). All incidents will be reported to the relevant Year Head.

Investigating and Dealing with Incidents: Style of approach

- In investigating and dealing with bullying, the Year Head will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved;
- Parents and students 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;
- The Year Head will take 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 will be conducted with sensitivity and with due regard to the rights of all students concerned. Students who are not directly involved can also provide particularly useful information in this way;
- When analysing incidents of bullying behaviour, the Year Head will seek answers 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;
- Each member of a group will be supported through the possible pressures that may face them from the other members of the group after the interview by the Year Head;
- It may also be appropriate or helpful for the Year Head to ask those involved to write down their account of the incident(s);
- In cases where it has been determined by the Year Head that bullying behaviour has occurred, the parents of the parties involved will 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 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 provided to the students;
- Where the Year Head has determined that a student has engaged in bullying behaviour, it will be made clear to him/her how he/she is in breach of the school's Anti-Bullying Policy and efforts will be made to try to get him/her to see the situation from the perspective of the student being bullied. The student will be instructed to immediately stop the bullying behaviour and a restorative approach will be adopted to dealing with the issue;
- It must also be made clear to all involved (each set of students and parents) that in any situation where disciplinary sanctions are required, this is a private matter between the student being disciplined, his or her parents and the school.

Follow-Up and Recording

- In determining whether a bullying case has been adequately and appropriately addressed the Year Head will, as part of his/her professional judgement, take the following factors into account:
 - Whether the bullying behaviour has ceased;
 - Whether any issues between the parties have been resolved, as far as is practicable;
 - Whether the relationships between the parties have been restored as far as is practicable;
 - Any feedback received from the parties involved, their parents or the school Principal or Deputy Principal.
- Follow-up meetings with the relevant parties involved will be arranged separately with a view to possibly bringing them together at a later date if the student who has been bullied is ready and agreeable. This can have a therapeutic effect.

- Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents will 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 parent(s) 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 is done in an objective and factual manner. The school's procedures for noting and reporting bullying behaviour are as follows:

Informal- pre-determination that bullying has occurred;

- All staff will keep a written record of any incidents witnessed by them or notified to them. All incidents must be reported to the relevant year Head.
- While all reports, including anonymous reports of bullying must be investigated and dealt with by the Year Head, the Year Head will keep a written record of the reports, the actions taken and any discussions with those involved regarding same.
- The Year Head will inform the Principal of all incidents being investigated and provide a copy of the written records (pertaining to bullying) to the Principal.
- The Principal will keep a file of these written reports that pertain to bullying and this will be used as a basis for the Principal to report on the number of bullying incidents at each Board of Management meeting.
- The Year Head will inform the relevant parents where alleged bullying is being investigated.

Informal-determination that bullying has occurred;

- If it is established by the Year Head that bullying has occurred, the Year Head will keep appropriate written records (in accordance with GDPR) which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved. Optional templates are provided in this policy (Appendix 1-5) to help record students' accounts and Year Heads' notes.

Formal-Appendix 1 (From DES Anti-Bullying Procedures for Primary and Post-Primary Schools):

The Year Head will use the recording template at Appendix II to record the bullying behaviour in the following circumstance:

- a) In cases where he/she considers that the bullying behaviour has not been adequately and appropriately addressed within twenty school days after he/she has determined that bullying behaviour occurred.
- 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.

Listed below are examples of behaviours that must be recorded and reported immediately to the Principal. These are in line with the school's Code of Behaviour and are dealt with under that Code of Behaviour:

- Fighting / physical aggression
- Being verbally abusive
- Unexplained absence from the school, or leaving school without permission of the Year Head (or Senior Management)
- Any form of sexual misconduct
- Any act that could be considered to be dangerous or to pose a significant risk to the life, safety, health, and well-being of another.

When the recording template is used, it must be retained by the Year Head in question and a copy maintained by the Principal. Due consideration needs to be given to where these records are kept, who has access to them, and how long they will be retained. The recorded template will be placed on the files of the students involved in the bullying incident, both the student who acted as the aggressor and the student who was bullied. Students' files will be stored securely and retained for a period of seven years after the student has reached the age of eighteen, in accordance with the school's Data Protection Policy and GDPR requirements.

Established Intervention Strategies

- Teacher interviews with all students.
- Negotiating agreements between students and following these up by monitoring progress. This can be on an informal basis or implemented through a more structured mediation process
- Working with parents to support school interventions
- Restorative Practice Process
- Supported by an individual member of staff where necessary
- Care Team Referral
- Sessions with Guidance Counsellor (which may include Resilience-Building).

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

Ard Scoil Chiaráin Naofa will put in place a programme of supports for students who have been bullied as far as resources allow. This programme may involve the following elements;

Students who have been bullied will be:

- Offered appropriate counselling
- Added to the schools Pastoral Care System

Students who have been involved in bullying behaviour will be:

- Provided with counselling to help them to learn other ways of meeting their needs without violating the rights of others;
- Provided with appropriate opportunities to build their self-esteem and feelings of self-worth.

Students should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.

Supervision and Monitoring of Students

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.





The implementation and effectiveness of the school's anti-bullying policy will be an agenda item for all staff meetings – so the concerns about the policy and/or the welfare of individual students can be shared and effectively addressed.

The following Prompt Questions may be useful in considering prevention and early intervention:

- Are there agreed appropriate monitoring and supervision practices in the school?
- Have bullying danger spots been identified?
- Have parents and students been consulted in the identification of these danger spots?
- How will the student support/care structures (including Year Heads, SPHE, Guidance, RE, CSPE, Learning Support teachers) support measures to counteract bullying behaviour?
- How will students, in particular senior students, be involved as a resource to assist in counteracting

bullying? In this regard, has a mentoring/buddy system been considered?

- How will the Student Council and school clubs be involved?
- In relation to the Acceptable Use Policy are the following issues addressed:

-  Are all Internet sessions supervised by a teacher?
-  Does the school regularly monitor students' Internet usage?
-  Have students been instructed to use only approved class accounts for email purposes and to use these only under teacher supervision?
-  Have students been instructed to access only those chat rooms, discussion forums and messaging or other electronic communication fora that have been approved by the school?

(Note: The Schools Broadband Programme has blocked many social networking sites on the basis that they waste time and take up too much of the bandwidth which is been provided for educational purposes only).

Prevention of Harassment

The Board of Management confirms that Ard Scoil Chiaráin Naofa will, in accordance with its obligations under equality legislation, take all such steps that are reasonably practicable to prevent the sexual harassment of students or staff or the harassment of students 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 has been made available to school personnel and, is published on the school website (or is otherwise readily accessible to parents and students from the school office on request) and provided to the Parents' Council. A copy of this policy will be made available to the Department of Education and Skills 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' Council. A record of the review and its outcome will be made available, if requested, to the Patron and the Department of Education and Skills.

This policy was ratified by the Board of Management on 7th March 2023

Date of next review: March 2024

Signature (Chairperson):

For and on behalf of the Board of Management.

Date:

Signature (Principal):

Date:

Appendix 1:



Incident Record Form

Date: _____ Time: _____
Teacher Completing Form: _____
Student Completing Form: _____
Student Year/Class: _____

Student to complete the following section

Names of students involved:

Where was the incident reported to have happened (choose all that apply)?

- ☐ On school property
- ☐ At a school-sponsored activity or event off school property
- ☐ On a school bus
- ☐ On the way to/from school
- ☐ Via internet – sent on school property
- ☐ Via internet – sent off school property

Details of Incident:

Teacher to complete the following section

What actions were taken in this case (choose all that apply)?

- ☐ None were required, this was a false allegation
- ☐ None, the incident did not warrant any corrective action
- ☐ None, no Bullying occurred
- ☐ None, no harassment occurred
- ☐ None, no intimidation occurred
- ☐ None, the alleged incident could not be verified
- ☐ Determined as a conflict and not bullying, harassment or intimidation
- ☐ Restorative Practice Process
- ☐ Student warning
- ☐ Letter of apology
- ☐ Referral to Student Care Team
- ☐ Parent phone call
- ☐ Detention
- ☐ Suspension
- ☐ Behaviour Contract
- ☐ Plan of Support to include a "go to" adult in the school
- ☐ Other (specify) _____

Action Taken (Warning, Sanctions, Referral, Agreement, Mediation, Other)

Signed:

Student: _____

Date: _____

Teacher: _____

Date: _____

Suggestions for follow up (if required):

Teacher Signed: _____ Date: _____

Appendix 2:

Template for recording Bullying Behaviour

1. Name of student being bullied and class group.

Name _____ Class _____

2. Name(s) and class(es) of student(s) engaged in bullying behaviour

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3. Source of bullying concern/report (tick relevant box(es))		4. Location of incidents (tick relevant box(es))	
Student concerned	<input type="checkbox"/>	Playground	<input type="checkbox"/>
Another student	<input type="checkbox"/>	Classroom	<input type="checkbox"/>
Parent	<input type="checkbox"/>	Toilets	<input type="checkbox"/>
Teacher	<input type="checkbox"/>	Corridor	<input type="checkbox"/>
Other	<input type="checkbox"/>	Other	<input type="checkbox"/>

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

--

6. Type of Bullying Behaviour (tick relevant box(es))

Physical Aggression	<input type="checkbox"/>	Cyber-bullying	<input type="checkbox"/>
Damage to Property	<input type="checkbox"/>	Intimidation	<input type="checkbox"/>
Isolation/Exclusion	<input type="checkbox"/>	Malicious Gossip	<input type="checkbox"/>
Name Calling	<input type="checkbox"/>	Other (specify)	<input type="checkbox"/>

7. Where behaviour is regarded as identity-based bullying, indicate the relevant category;

Homophobic	<input type="checkbox"/>
Disability/SEN related	<input type="checkbox"/>
Racist	<input type="checkbox"/>
Membership of Traveller community	<input type="checkbox"/>
Other (specify)	<input type="checkbox"/>

8. Brief description of bullying behaviour and its impact.

--

9. Details of actions taken.

--

Signed: _____

Date _____

Appendix 3:

Restorative Practice Process:

Restorative Practices is a process to restore and build relationships. The Restorative Practices (RP) concept focuses on repairing the harm done to people and relationships. RP involves bringing parties together in a circle with the aim of resolving any issues and restoring, as far as is practicable, the relationships of the parties involved rather than apportioning blame (although restorative practices does not preclude the applying of sanctions when and where appropriate). Restorative Practices makes use of two sets of restorative questions: one for addressing challenging behaviour, the other for addressing someone who has been harmed by another. Where two parties have mutually hurt each other, both sets of questions may be drawn on interchangeably. Restorative questions separate people's behaviour from their intrinsic worth as a person, allowing them to admit their mistakes, take responsibility for righting their wrongs and be given an opportunity to change.

The use of restorative practices to address bullying behaviour serves the function of restoring and building relationships. It helps an offender to come to an understanding of the effect of the bullying behaviour and in promoting the expression of positive emotions, encourages him or her to make positive changes and to make up for any harm done. Similarly, RP gives the person harmed an opportunity to express their feelings and to indicate their need for the bullying behaviour to stop. It supports them to express positive emotions and to request that bullying behaviour be stopped, thus empowering him or her and building self-esteem.

Restorative Practices makes a crucial distinction between punishment and natural consequences. A punishment is a response to wrong doing that is intended to inflict some kind of suffering or inconvenience and is done to someone in the hope of changing behaviour. A natural consequence, on the other hand, is a response to wrongdoing that follows logically from what has occurred and works with students who may come up with the natural consequence themselves. Natural consequences may also come from teachers or management. The difference is that students are helped to understand why it follows logically from the behaviour to which it is a response.

Appendix 4:

Advice for Students on Bullying including cyber-bullying

- It is essential to tell a teacher and your parents of any bullying. It is the only way it will be stopped.
- Always be aware of your online behaviour and how to protect yourself from cyber bullying.
- Save messages or take a screen shot of abusive messages.
- Keep passwords private.
- Do not put too much personal information about yourself online.
- Do not reply to abusive messages/posts.
- If the bully is a “friend or follower” on Facebook or other social networking site, remove them. You should block unwelcome messages, videos, photos etc.
- Report the issue to the mobile phone or website provider. If sufficiently serious, report the matter to the Gardaí.
- If cyber bullying is affecting your school life, tell a teacher.
- Always keep a detailed record of the bullying as evidence for the teacher.

Appendix 5:

Advice for Parents on Bullying including cyber-bullying

- Control the use of mobile phones/social media during homework and at bedtime.
- Stress the importance of online responsibility and check her social media.
- Prepare your child for the possibility of bullying and should it occur the importance of speaking about it to you.
- Continue to work on your son or daughter's self-esteem in order to build emotional Resilience.
- Be aware of signs and indicators of bullying.
- Encourage your child to include others in her social group and be generally Inclusive.
- Take time to understand the social networking sites your child Uses.
- Use trusted websites for advice on keeping your child safe i.e., webwise.ie
- Encourage your child to tell if they are being bullied.

Appendix 6:

Before you speak
THINK

T ~ Is it true?

H ~ Is it helpful?

I ~ Is it inspiring?

N ~ Is it necessary?

K ~ Is it kind?

(This can be found in the student diaries also)

Appendix 7:

ANTI-BULLYING PLEDGE

As a student at Ard Scoil Chiarain Naofa, I want to play my part in trying to make my school a place where everyone can feel safe from bullying.

I Promise:

- To make new students feel welcome and to be helpful to them
- To treat all students with respect
- To call fellow students by their preferred name only i.e. no aggressive or offensive behaviour such as name calling, giving dirty looks, sneering or isolating others
- Not to tell lies, start rumours or repeat gossip about others
- Not to cyber bully; this includes abusive anonymous telephone calls, the internet, text messages and camera phones
- Not to retaliate but to report the incident
- Not to be a by-stander
- To report any incident of bullying behaviour that I may witness

(This can be found in all classrooms throughout the school)

Appendix 8:

Checklist for annual review of the anti-bullying policy and its Implementation

The Board of Management (BOM) 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 Anti-Bullying Procedures for Primary and Post-Primary Schools?	Yes
Has the Board published the policy on the school website and provided a copy to the parents' association?	Yes
Has the Board ensured that the policy has been made available to school staff (including new staff)?	Yes
Is the Board satisfied that school staff are sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day-to-day work?	Yes
Has the Board ensured that the policy has been adequately communicated to all students?	Yes
Has the policy documented the prevention and education strategies that the school applies?	Yes
Have all of the prevention and education strategies been implemented? Has the effectiveness of the prevention and education strategies that have been implemented been examined?	Yes
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	Yes
Has the Board received and minuted the periodic summary reports of the Principal?	Yes
Has the Board discussed how well the school is handling all reports of bullying including those addressed at an early stage and not therefore included in the Principal's periodic report to the Board?	Yes
Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	NO
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	NO
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	NO
Has the data available from cases reported to the Principal (by the bullying recording template) been analysed to identify any issues, trends, or patterns in bullying behaviour?	Yes
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	Yes
Has the Board put in place an action plan to address any areas for improvement?	Done

Signed

Chairperson, BOM

Date

7-3-23

Signed

Principal/Secretary to BOM

Date

7-3-23

