



## Scoil Naomh Cualán

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### Anti - Bullying Policy

#### **Introduction:**

In accordance with Circular 0045/2013, this new Anti- Bullying Policy has been formulated and approved by the Board of Management. It was formulated by the teaching staff in March 2015 based on existing policies from St. Patrick's BNS and St. Theresa's NS to accommodate the needs of our newly amalgamated school. The School Community thanks you for reading this very important policy. We want to prevent and tackle bullying behaviour. We encourage everyone to become familiar with the policy.

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## 1. Full Compliance:

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 Scoil Naomh Cualán has adopted the following Anti-Bullying Policy within the framework of the school's overall Code of Behaviour. This policy fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools which were published in September 2013.

## 2. Key Principles of Best Practice:

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:

Scoil Naomh Cualán will endeavour to create 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.

We will endeavour at all times to ensure:

- i. A shared understanding of what bullying is and its impact; ·
- ii. 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 trans-phobic bullying.
- iii. Effective supervision and monitoring of pupils;
- iv. Supports for staff;
- v. Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies);
- vi. On-going evaluation of the effectiveness of the Anti-Bullying Policy.

## 3. 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:

- a). deliberate exclusion, malicious gossip and other forms of relational bullying,
- b). cyber-bullying and



- c). 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 do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's Code of Behaviour.

**However, in the context of this policy, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.**

Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the school's Code of Behaviour.

Additional information on different types of bullying is set out in Section 2 of the Anti-Bullying Procedures for Primary and Post-Primary Schools.

#### **4. Who is Responsible for What?**

The relevant teachers for investigating and dealing with bullying are as follows:

- a) Class Teacher: deals with the initial allegation/suspicion of bullying behaviour.
- b) Principal: where bullying behaviour is suspected by the class teacher the principal should be informed.

#### **5. Strategies for Education & Prevention:**

The education and prevention strategies (including strategies specifically aimed at cyber-bullying and identity-based bullying- including in particular, homophobic and trans-phobic bullying) that will be used by the school are as follows:

*General school wide approach;*

- An awareness on the part of staff of the extremely serious nature of bullying and the severe consequences that may result in situations where it is not addressed.
- A recognition by staff that any student can be the victim of or a perpetrator of bullying behaviour.
- Regular reminders in class and during Assembly of our school ethos: where each individual is respected and where the development and preservation of self-esteem is valued.
- Preventative strategies include staff vigilance and a comprehensive SPHE plan in every class.
- A whole- school approach to discipline which reflects the fact that pupils model their behaviour on adults and which therefore employs techniques such as positive motivation and recognition as opposed to methods based on threat and fear.
- Raising the awareness of bullying as a form of unacceptable behaviour through curricular initiative in areas such as novel exploration, drama, co-operation and the control of aggression.
- The School Anti-Bullying Charter is displayed in all classrooms.



- Comprehensive supervision and monitoring measures are in place through which all areas of school activity are kept under observation as much as possible.
- 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 develops 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
- **School wide awareness raising** and training on all aspects of bullying, to include pupils, parent(s)/guardian(s) 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.
- **Involvement of the student council** in contributing to a safe school environment e.g. Buddy system, mentoring, Lunchtime Pals and other student support activities that can help to support pupils and encourage a culture of peer respect and support.
- The school's **anti-bullying policy** is discussed with pupils and all parent(s)/guardian(s)s are given a copy as part of the **Code of Behaviour** of the school (every year). The code of behaviour and anti-bullying policies are also available on our website [www.scoilnaomhcualan.ie](http://www.scoilnaomhcualan.ie)
- The implementation of regular (e.g., per year/per term/per month/per week) **whole school awareness measures** e.g., the promotion of friendship, and bullying prevention; annual Friendship Week and parent(s)/guardian(s) seminars; regular school assemblies by principal.
- **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.



- 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.
  - Feelings or Worry box?
  - Get a parent(s)/guardian(s) 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** to encourage parent(s)/guardian(s) to approach the school if they suspect that their child is being bullied.
- Implementation of the school's **Acceptable Use Policy** in the school to include the necessary steps to ensure that the access to technology within the school is strictly monitored and the pupils' use of mobile phones is strictly prohibited.
- The **listing of supports** currently being used in the school and the identification of other supports available to the school e.g., cyberbullying by Brendan Smith, personal safety and cyberbullying by community Garda, web wise presentation for parents, anti-bullying campaign.
- At least five awareness raising exercises per school year for each class group (e.g., awareness raising strand of the anti-bullying campaign, proactively explaining the nature and variety, causes, consequences and unacceptability of bullying).

### 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.
- Targeted delivery of lessons on **Cyber Bullying** and **Diversity and Interculturalism** at the appropriate class levels.
- 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.

### Links to other policies

School policies, practices and activities that are particularly relevant to bullying, e.g., Code of Behaviour, Child Protections policy, Supervision of pupils, Acceptable Use policy, Attendance, Sporting activities, date protection, record keeping and RSE.

### Cyber Bullying:



Cyber bullying includes (but is not limited to) communicating via electronic means with the objective of causing hurt, fear, embarrassment, humiliation, alarm and/or distress to one or more persons. Cyber bullying includes the use of mobile phones and the Internet with the objective of upsetting someone. It may take the form of general insults or impersonation, defamation or prejudice-based bullying.

Unlike other forms of bullying a once-off posting can constitute bullying.

While this policy addresses issues related to cyber bullying of students (i.e., situations in which one or more students are the victim[s] of bullying), the policy also applies to teaching and other school staff.

### **Key Measures re Cyber Bullying:**

Staff will endeavour to identify signs of cyber bullying and to keep informed about the technologies that children commonly use.

Advice will be communicated to help students protect themselves from being involved in bullying (as perpetrator or as victim) and to advise them on reporting any incidents. Students will be informed about cyber bullying in the course of their education.

Pupil mobile phones are not permitted in Scoil Naomh Cualán at anytime.

Students and staff are expected to comply with the school's policy on the use of computers in the School. (Acceptable Use Policy)

Parents will be provided with information and advice on cyber bullying.

Parents and students are advised that **it is illegal for a child under 13 to register with and use many social media networks, including Facebook, Instagram, and SnapChat.**

Scoil Naomh Cualán's Internet is filtered by the Department of Education Firewall which endeavours to block access to inappropriate web sites, apps etc.

No pupil is allowed to work on the Internet without a member of staff present.

### **Identity Based Bullying:**

Identity Based Bullying includes (but is not limited to) homophobic and trans-phobic bullying, racist bullying, bullying based on a person's membership of the Travelling community and bullying of those with disabilities or special educational needs.

### **Key Measures re Identity-Based Bullying**

'Working together in a supportive, respectful partnership within an inclusive school environment is central to our school ethos

Many of the above issues are dealt with on an ongoing basis through our S.P.H.E. curriculum of which R.S.E. is a key component. Programmes such as Stay Safe and Walk Tall are taught in the school.

Diversity is celebrated in the school, through learning about different cultural celebrations e.g. Ramadan

Exploration of identity based themes through class novels e.g. racism in 'Roll of Thunder, Hear my Cry'

History; identity based themes discussed e.g. anti – Semitism (WW II), Apartheid etc.



Geography: Identity based themes covered in People & Other Places strand.  
(See also Section 6.5 of the Anti-Bullying Procedures for Primary and Post-Primary Schools)

## **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 must be consistent with the following approach.**

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. **Incident report forms** will be kept in all classrooms and in the office and are completed thereafter.
- All reports will be investigated and dealt with by the relevant teacher or if appropriate the classroom teacher of the children involved.
- Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs), 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 allegations of bullying behaviour:**

- The Relevant Teacher investigates the allegation of bullying behaviour with a view to establishing the facts and bringing any such behaviour to an end. In investigating and dealing with allegations of 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;
- The school, through the relevant teacher reserves the right to ask any teacher to write an account of what happened as part of an investigation. This does not necessarily imply that a pupil is guilty of misbehaviour.
- The relevant teacher(s) then conducts a whole class survey in the classes involved in the alleged bullying behaviour.
- Following the class survey the alleged perpetrator is interviewed by the class teacher. 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. Teachers should take a calm, unemotional problem-solving approach.



- Where possible incidents should be investigated outside the classroom situation to ensure the privacy of all involved;
- 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, setting 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 that may face them from the 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 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 (by reference to the school policy). The school should give parent(s)/guardian(s) 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 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)/guardian(s) and the school;
- 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. This information is recorded on the back of the



Incident report form and on the Appendix 3 document which is filed and stored by the Principal.

- 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 by the relevant teacher during investigation and is handed over to the Principal thereafter. A copy of the incident report and action taken is filed in the pupils’ profile folder which is stored in a locked filed cabinet in the office.

### **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’.
- Parent(s)/guardian(s), the relevant teacher and the Principal meet in a final effort to resolve the situation.
- The pupil may be suspended from the school. (See school’s Code of behaviour)
- The case may be referred to the Board of Management and the pupil may be expelled from the school.

### **Follow up and recording**

- 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;
  - Any feedback received from the parties involved, their parent(s)/guardian(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.

### **Recording of bullying behaviour**

It is imperative that all recording of bullying incidents must be 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 must keep a written record of any incidents witnessed by them or notified to them on the incident report form. Incident report forms will be kept in all classrooms and in the office. All incidents must be reported to the relevant teacher.
- While all 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. This is recorded on the back of the Incident Report Form.
- 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 written records (Incident report form from the anti-bullying campaign programme) which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.
- The school in consultation with the relevant teacher/s should develop a protocol for the storage of all records retained by the relevant teacher.

#### **Formal Stage 2-Appendix 3 (From DES Procedures)**

The relevant teacher must use the recording template at **Appendix 3** 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 is used, **it must be retained by the relevant teacher 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. Decisions around record keeping should be noted in this policy.

### **7. Programme of Support for Pupils:**

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

The relevant teacher will endeavour to assure the child that they are the victim and that they did the right thing by telling.

The teacher will monitor the situation in the period after the bullying incident/s and regularly check with the child/children to see how things are going.

The Principal will follow up by checking in regularly on how the situation has developed.

Information re any past-bullying issues will be passed on to new teacher at the start of each year. (See Section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary Schools)

### **8. Supervision and Monitoring of Pupils:**

The Board of Management confirms that appropriate supervision and monitoring policies and practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible.

### **9. Prevention of Harassment:**

The Board of Management confirms that the school will, in accordance with its obligations under equality legislation, take all such steps that are reasonably practicable to prevent the sexual harassment of pupils or staff or the harassment of pupils or staff on any of the nine grounds specified i.e. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

**10. Adoption Date of Policy:** This policy was originally adopted by the Board of Management on 25<sup>th</sup>, May 2015

**11. Availability of Policy:** This policy has been made available to school personnel and is readily accessible on our school website. A copy of this policy will be made available to the Department and the Patron if requested.

### **12. Review of Policy:**

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, and provided to the Parents' Association. A record of the



review and its outcome will be made available, if requested, to the Patron and the Department.

The Principal is required to report to the BOM once a term as to the number, if any, of reports that have been compiled and whether the matter has been resolved in accordance with this Policy.

### **13. List of Appendices:**

- \_ Appendix 1: Scoil Naomh Cualán's Anti-Bullying Charter
- \_ Appendix 2: Practical Tips for Building a Positive School Culture & Climate
- \_ Appendix 3: Bullying Incident Investigation Form
- \_ Appendix 4: Incident Record Sheet
- \_ Appendix 5: Checklist for Annual Review of the Anti-Bullying Policy & its Implementation

Reviewed and updated.

Signed: \_\_\_\_\_ Date: 25/11/2021  
(School Principal)

Signed: \_\_\_\_\_ Date: 25/11/2021  
(Chairperson BOM)

Date of next review: First Term, 2022

### **Appendix 1: Scoil Naomh Cualán Anti-Bullying Charter**

- Every pupil has the right to be free from bullying during his/her time in Scoil Naomh Cualán
- Our school will not tolerate any unkind actions or remarks, even if these were not meant to hurt.
- Any series of unkind actions or comments will be called bullying.
- Bullying can be physical, verbal or psychological.

Pupils: Remember your CODE-

- Be Gentle
- Be a friend
- Tell about bullying

Say No.....Get Away.....Tell someone

Parents:

- Be alert to signs of bullying -of or by your child.
- Look for support
- Do not encourage your child to "give as good as you get"

We, the teachers, consider bullying to be a serious matter.

We are a telling school.

We recognise that the victim and bully need help.



## **ADULTS MUST PROTECT CHILDREN**

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- Where bullying behaviour is suspected by the class teacher, the matter should be referred to the principal.
  - An “Anti-Bullying Investigation Procedure” form may be filled out as a result.
  - If a child receives a second Bullying Investigation Form the Principal will contact his/her parents to discuss the situation.
  - If a child receives a third Bullying Investigation Form parents will receive a letter documenting the child's history of bullying.
  - In the case of a child receiving a fourth Bullying Investigation Form: Parents will be called to a formal meeting with the Principal and other staff members concerned.
  - Should a child receive a fifth Bullying Investigation Form: Parents will be called to meet with the Principal and the Chairperson of the Board of Management (or a representative nominated by the Chairperson.) Suspension may be imposed.
- N.B. If the bullying behaviour is regarded as gross or serious, it may be deemed necessary by the Principal to skip some of the above stages.

### **Appendix 2: Practical Tips for Building a Positive School Culture and Climate**

The following are some practical tips for immediate actions that can be taken to help build a positive school culture and climate and to help prevent and tackle bullying behaviour.

Staff will:

- Model respectful behaviour to all members of the school community at all times.
- Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.
- Display key respect messages in classrooms, in assembly areas and around the school.
- Involve pupils in the development of these messages.
- ‘Catch them being good’ -Notice and acknowledge desired respectful behaviour by providing positive attention.
- Consistently tackle the use of discriminatory and derogatory language in the school. This includes homophobic and racist language and language that is belittling of pupils with a disability or SEN.
- Give constructive feedback to pupils when respectful behaviour and respectful language are absent.
- Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.
- Explicitly teach pupils about the appropriate use of social media.
- Positively encourage pupils to comply with the school rules on mobile phone and Internet use.



- Follow up and follow through with pupils who ignore the rules.
- Actively involve parents and/or the Parents' Association in awareness raising campaigns around social media.
- Actively promote the right of every member of the school community to be safe and secure in school.
- Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas.
- Actively watch out for signs of bullying behaviour.
- Ensure there is adequate playground/schoolyard/outdoor supervision.
- Get pupils to help them to identify bullying "hotspots" and "hot-times" for bullying in the school. Hotspots tend to be in the playground/schoolyard/outdoor areas, changing rooms, corridors and other areas of unstructured supervision. 'Hot-times' again tend to be times where there is less structured supervision such as when pupils are in the playground/schoolyard.
- Support the establishment and work of student councils.

**Appendix 3: Bullying Incident Investigation Form** (*See attached as per DES Guidelines*)

**Appendix 4: Incident Record Sheet**

**Appendix 5: Checklist for Annual Review of the Anti-Bullying Policy and its Implementation** (*See attached as per DES Guidelines*)

**Appendix 3: Bullying Incident Investigation Form**

Scoil Naomh Cualán.

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**'Bullying is unwanted negative behaviour, verbal, psychological or physical, conducted by an individual or a group against another person (or persons) and which is repeated over time.'**

Bullying in any form will not be tolerated in Scoil Naomh Cualán. It is our school policy to take any matter of alleged bullying very seriously.

Please supply any details which you think may assist our investigation.

**Bullying Investigation Report Form No: \_\_\_\_\_**



**1. Name of pupil being bullied and class group:**

Name: \_\_\_\_\_ Class: \_\_\_\_\_

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

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**3. Source of Bullying Concern:**

(tick relevant box(es))\*

Pupil concerned	
Other Pupil	
Parent/Guardian	
Teacher	
SNA	
Other (please specify)	

**4. Location of Incidents:**

Yard	
Classroom	
Field	
Toilets	
On the way to/ from school	
Other (please specify)	

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

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

Physical Aggression		Cyber-bullying	
Damage to Property		Intimidation	
Isolation/Exclusion		Malicious Gossip	
Name Calling		Other (specify)	

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

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)

**8. Brief Description of bullying behaviour and its impact:**

**9. Details of actions taken:**



Signed: \_\_\_\_\_ (Relevant Teacher)

Date: \_\_\_\_\_

Date submitted to Principal / Deputy Principal: \_\_\_\_\_

**Appendix 4: Incident Record Sheet, Scoil Naomh Cualán:**

<b>Date:</b>	<b>Pupils Involved:</b>	<b>Incident:</b>	<b>Action taken:</b>
<b>Teacher Initials:</b>			




### **Appendix 5 Checklist for annual review of the anti-bullying policy and its implementation**

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

	Yes /No
Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the <i>Anti-Bullying Procedures for Primary and Post-Primary Schools</i> ?	
Has the Board published the policy on the school website and provided a copy to the parents’ association?	
Has the Board ensured that the policy has been made available to school staff (including new staff)?	



Is the Board satisfied that school staff are sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day to day work?	
Has the Board ensured that the policy has been adequately communicated to all pupils?	
Has the policy documented the prevention and education strategies that the school applies?	
Have all of the prevention and education strategies been implemented?	
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	
Has the Board received and minuted the periodic summary reports of the Principal?	
Has the Board discussed how well the school is handling all reports of bullying including those addressed at an early stage and not therefore included in the Principal's periodic report to the Board?	
Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	
Has the data available from cases reported to the Principal (by the bullying recording template) been analysed to identify any issues, trends or patterns in bullying behaviour?	
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	
Has the Board put in place an action plan to address any areas for improvement?	

Signed \_\_\_\_\_  
Chairperson, Board of Management

Date \_\_\_\_\_

Signed \_\_\_\_\_  
Principal

Date \_\_\_\_\_

## Notification regarding the Board of Management's annual review of the anti-bullying policy

To: \_\_\_\_\_

The Board of Management of \_\_\_\_\_ wishes to inform you that:

- The Board of Management's annual review of the school's anti-bullying policy and its implementation was completed at the Board meeting of \_\_\_\_\_ [date].
- This review was conducted in accordance with the checklist set out in **Appendix 4** of the Department's *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

Signed \_\_\_\_\_  
Chairperson, Board of Management

Date \_\_\_\_\_



Signed \_\_\_\_\_  
Principal

Date \_\_\_\_\_

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

To: \_\_\_\_\_

The Board of Management of Scoil Naomh Cualán, Borrisoleigh wishes to inform you that:

The Board of Management's annual review of the school's Anti-Bullying Policy and its implementation was completed at the Board meeting of \_\_\_\_\_ [date].

This review was conducted in accordance with the checklist set out in **Appendix 4** of the Department's Anti-Bullying Procedures for Primary and Post-Primary Schools.

Signed \_\_\_\_\_ Date \_\_\_\_\_  
Chairperson, Board of Management

Signed \_\_\_\_\_ Date \_\_\_\_\_  
Principal

### Reference Section

- Department of Education and Science Guidelines on Countering Bullying Behaviour in Primary and Post Primary Schools (1993) available on DES website [www.irlgov.ie/educ](http://www.irlgov.ie/educ)
- Developing a Code of behaviour: Guidelines for Schools, NEWB, 2008
- Stay Safe and Walk Tall Programmes
- Responding to Bullying. First Steps for Teachers. The Cool School Programme. NE Health Board
- Investigating and Resolving Bullying in Schools. The Cool School Programme. NE Health Board
- Stop it! Steps to Address Bullying. Wexford Education Network. Wexford Area Partnership. Phone: 053 23994
- Anti-Bullying Unit. Trinity College. Dr. Mona O Moore.
- Achieving Positive Behaviour. A Practical Guide. Patricia Dwyer. Marino
- Working Together for Positive Behaviour, Curriculum Development Unit, Mary Immaculate College, Limerick, 2006
- Working Together. Procedures and Policies for Positive Staff Relations. INTO, 2000
- Code of Practice on the Prevention of Workplace Bullying. HSA, 2002
- Circular 22/02 Appeals Procedures under Section 29 of the Education Act, 1998
- Education Act, 1998 Section 15 (2(d))
- Education (Welfare) Act, 2000 Section 23(1 -5), 24 (1-5)
- Management Board Members' Handbook. Revised 2007. CPSMA.
- Report to the Minister of Education Niamh Breathnach, T.D. on Discipline in Schools. Maeve Martin Spring 1997. Ch. 4 p.56-61 Recommendations for Schools

