

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 **CLONOWN NATIONAL SCHOOL** has adopted the following anti-bullying policy within the framework of the school's overall code of behaviour. This policy fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools which were published in September 2013.

2. The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:
 - A positive school culture and climate which
 1. is welcoming of difference and diversity and is based on inclusivity;
 2. encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
 3. promotes respectful relationships across the school community;
 - Effective leadership;
 - A school-wide approach;
 - A shared understanding of what bullying is and its impact;
 - Implementation of education and prevention strategies (including awareness raising measures) that
 1. build empathy, respect and resilience in pupils; and
 2. explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and trans-phobic bullying.
 - Effective supervision and monitoring of pupils;
 - Supports for staff;
 - Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
 - On-going evaluation of the effectiveness of the anti-bullying policy.

3. In accordance with the Anti-Bullying Procedures for Primary and Post-Primary Schools bullying is defined as follows:

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

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

deliberate exclusion, malicious gossip and other forms of relational bullying,

cyber-bullying and

identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.

Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's code of behaviour.

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

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

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

Each class teacher will be responsible for the investigation of bullying issues within their own classroom. Should a student lose three care credits the matter is dealt with by the principal.

Anti-Bullying Education & Prevention Strategies

CLONOWN NATIONAL SCHOOL runs its Care Programme on an annual basis.

1. At the beginning of term one all children are inducted into the Care Programme by engaging in an Anti-Bullying Lesson across all classes.
2. Each student signs an Anti-Bullying Promise and receives their Care Credit Card.
3. Anti-Bullying lessons are given on a monthly basis after assembly on a Tuesday across all classes and simultaneously. Themes covered in these classes reference all manifestations of bullying behaviour.
4. Each class creates a Care Corner where all Anti-Bullying messages, creative images and any other materials relating to the issue are posted and regularly refreshed.
5. An Anti-Bullying class survey is rolled out to students once a term to measure the health of the class social climate.

6. At the end of each academic year each student will be awarded with a Teastas Cúrama (Care Certificate) in recognition of their caring behaviours throughout the year. CLONOWN NATIONAL SCHOOL supports and encourages empathy based approaches to issues of a bullying nature and always strives to enhance and promote healthy behaviours amongst us by highlighting the benefits of such on a regular basis. We view the disclosure of bullying behaviour within our community as an opportunity for growth and healthy change for the future. Our community will undertake an annual review of our Anti-Bullying Policy which will include an evaluation of the levels of bullying behaviour in our school and the effectiveness of our Care Strategy.

Procedures for Investigating and Dealing with Bullying

1. At the beginning of term one all children are inducted into the Care Programme by engaging in a Care Programme training module.
2. Each student signs a Care Promise and receives their Care Credit Card.
3. SPHE lessons are given on a monthly basis on a Tuesday across all classes and simultaneously. Themes covered in these classes reference all manifestations of bullying behaviour.
4. Each class creates a Care Corner where all Care messages, creative images and any other materials relating to the issue are posted and regularly refreshed.
5. Disclosures of bullying behaviour will be dealt with through the Three Step Care Procedure.
6. At the end of each academic year each student will be awarded with a Care Certificate in recognition of their caring behaviours throughout the year. Clonown National School supports and encourages empathy based approaches to issues of a bullying nature and always strives to enhance and promote healthy behaviours amongst us by highlighting the benefits of such on a regular basis. We view the disclosure of bullying behaviour within our community as an opportunity for growth and healthy change for the future. Our community will undertake an annual review of our Anti-Bullying Policy which will include an evaluation of the levels of bullying behaviour in our school and the effectiveness of our Care Strategy.

Intervention Procedure

The Care Procedure is a no-blame approach to dealing with actual disclosures of bullying behaviour, class teachers work with their class group to support students to work together to resolve bullying issues and to help students to understand their roles in any bullying issues which may have developed amongst them. It is a stepped procedure for dealing with specific disclosures of bullying behaviour by teachers, parents and students. It is underpinned by the concept of Bullying Behaviour as a Social Group phenomenon rather than a Bully/Victim phenomenon. .

STEP ONE – RECORDING FORM If any member of the whole school community discloses issues of a bullying nature towards a student by another student or group of students within the school to a class teacher a Care Form will be filled out by this person and the alleged victim of the bullying behaviour. As much detail as possible must be given, including dates, times and places where bullying behaviour may have taken place including names of any students who may have engaged in bullying behaviour.

STEP TWO – AWARENESS RAISING LESSON & BULLYING BEHAVIOURS CLASS

WORKSHEET Subject to the completion of the Recording Form the class teacher engages in a simple awareness raising Anti-Bullying Lesson with the class and reminds the class what bullying is by going through the Checklist of Bullying Behaviours. The class teacher will then distribute the Bullying Behaviours Class Worksheet and begin to work with the students to help them understand what may be happening in their group and what role they may be playing. This worksheet can be pasted into the Care Book. Students are encouraged to write their feelings down in the Care Space. The teacher will judge how much time needs to be given to this step, the worksheet can be resumed over a period of days if necessary. The anticipated outcome of this step would be that the student or students engaging in the bullying behaviour will actually admit to doing it.

STEP THREE – CARE DISCUSSION WORKSHEET Students who have been named as engaging in bullying behaviours or who have admitted that they have used bullying behaviour during the class workshop time will invited for discussion with the class teacher at an appropriate time. This worksheet is designed to support the student/s in question to recognise where they have used bullying behaviours, how this has affected the victim of the behaviours and how to begin to empathise with the discomfort of the victim. The student/s in question will then forfeit a care credit from their care credit card and will be encouraged to begin to earn this credit back by being as caring as they possibly can towards their peers.

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.

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.

This policy was adopted by the Board of Management on _____ [date].

This policy has been made available to school personnel, is published on the school website and provided to the Parents' Association. A copy of this policy will be made available to the Department and the patron if requested.

This policy and its implementation will be reviewed by the Board of Management once in every school year. 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, if requested, to the patron and the Department.

Signed: Fr John Deignan

Signed: Fiona O'Neill

(Chairperson of Board of Management)

(Principal)

Date: 28th November 2023

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Date of next review: 2024/2025 school year