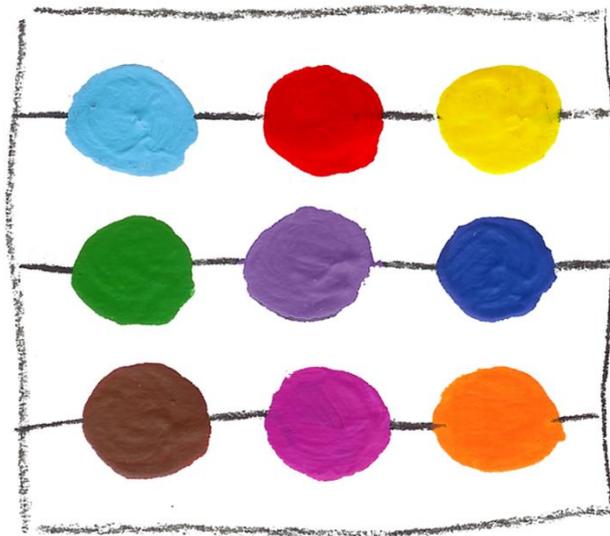


Anti-Bullying Policy



Carrigaline Educate Together N.S.

This document is intended to provide details of the anti-bullying policy of Carrigaline Educate Together National School (CETNS). It is intended to help parents and guardians understand the environment and approach of the school. This document is regularly reviewed. All feedback is encouraged and welcome.

| Version | Description | Authors |
|-----------------|--|----------------------------------|
| 26 January 2009 | First version of policy | Mel Thornton & Christine Donnery |
| 20 May 2010 | Amendments to existing policy | Board of Management |
| November 2012 | Amendments to existing policy | Board of Management |
| January 2014 | Amendments to existing policy | Board of Management |
| April 2014 | Amended to include annual review checklist | Board of Management |
| October 2015 | Amendments to existing policy | Board of Management |
| May 2016 | Amendments to include new definition of bullying | Board of Management |
| September 2017 | Amendments to existing policy | Board of Management |
| November 2018 | Amendments to existing policy | Board of Management |
| October 2019 | Amendments to existing policy | Board of Management |

School Contact Details

Principal: Mel Thornton

Board of Management Chairperson: Eric Hurley

School Phone Number: 021-4375616 or 087-7453659

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Kilnagleary, Carrigaline, Co. Cork.

Introductory Statement

The policy was formulated by the policy committee made up of 2 parents, 2 Board of Management members and 2 teachers.

This policy refers to the following types of bullying;

Child – Child

Child – Adult

Adult-Child

Adult – Adult. Which includes staff-parent, staff-staff, parent-staff, staff-parent

Rationale

The role of the school is to provide the highest possible standard of education for all our pupils. A stable secure learning environment is an essential requirement to achieve this goal. Bullying behaviour, by its very nature, undermines and dilutes the quality of education and may lead to psychological damage. As such, it is an issue which must be positively and firmly addressed through a range of school based measures and strategies. These should enable all members of the school community to act effectively in dealing with this behaviour. Anti-bullying policy is considered a priority area of our school and this is the reason for the formulation of this policy.

Vision

Children who attend Carrigaline Educate Together National School will be encouraged to reach their full potential mentally, physically, spiritually, emotionally and socially, in an atmosphere and environment in which they feel safe, valued and secure, and in which respect for self and others is the norm. The Staff of our school, conscious of the need for a positive working environment, through a whole-school approach, will encourage the involvement of the wider school community in achieving these ends. Every individual is involved in the development of a school environment and is respected and valued.

The Anti-Bullying Policy reflects the overall ethos of the school which states that Carrigaline Educate Together N.S. is one of a number of multi-denominational schools throughout the country. The representative organisation for these schools is 'Educate Together'.

Educate Together aims to meet a growing need in Irish society for schools that recognise the developing diversity of Irish life and the modern need for democratic management structures. In particular, Educate Together guarantees children and parents of all faiths and none equal respect in the operation and governing of education.

The schools operated by the member associations of Educate Together are fully recognised by the Irish Department of Education and Science and work under the same regulations and funding structures as other national schools. However, they have a distinct ethos or governing spirit. This has been defined in the following terms:

- **Equality based** i.e. all children having equal rights of access to the school, and children of all social, cultural and religious backgrounds being equally respected
- **Co-educational** and committed to encouraging all children to explore their full range of abilities and opportunities,
- **Child centred** in their approach to education
- **Democratically run** with active participation by parents in the daily life of the school, whilst positively affirming the professional role of the teachers (*Source: Educate Together Charter*)

Whilst the concepts of child-centeredness and co-educationalism are now widely accepted in Irish primary education, what distinguishes the Educate Together schools is their hard work in developing a culturally inclusive and democratic ethos. This has pioneered unique approaches to inclusion of minority opinions and faiths in the Irish context.

The schools have developed education programmes which open the eyes of children to the naturally positive contribution that social, religious and cultural diversity and difference of viewpoint and opinion make to society.

The other characteristic feature of these schools is that they are democratically organised and governed. This maximises the potential for building a genuine partnership between the professional, objective role of the teacher and the necessarily personal involvement of the parent in contributing to their children's education.

Information taken from the Educate Together website www.educatetogether.ie

Carrigaline Educate Together N.S. makes the distinction between denominational education and moral/religious education. The ethical curriculum followed by the school is called the Learn Together Curriculum. It is comprised of four strands: Morality & Spirituality, Equality & Justice, Belief systems, Ethics & the environment.

Denominational instruction is facilitated by the school insofar as groups are permitted to use the school premises. This is organised by parents outside of school hours.

The Anti-Bullying Policy recognises and endeavours to adopt the values that are set out in the ethos of the school. It attempts to support and sustain a harmonious environment in which potential is nurtured through co-operation between staff, pupils, parents, board members and all other relevant parties.

Aims

In keeping with the philosophy of our school, as stated above, the anti-bullying policy

- seeks to raise a greater awareness of bullying among the school community, including staff, management, parents and children
- aims to help create an ethos and atmosphere within the school whereby bullying of any type is seen as unacceptable behaviour by all, including potential perpetrators and victims
- aims to create a situation whereby bullying behaviour is dealt with effectively, fairly and in a manner which will benefit the victim through the acquisition of skills to counter bullying behaviour, and which will benefit the bully by helping him/her through guidance and discussion, to see the anti-social, counter-productive nature of this type of behaviour
- will ensure any violence in the form of verbal abuse, threats, assaults or other forms of intimidation from pupils, parents, guardians, other staff members or intruders is not tolerated. Incidents where they do occur are effectively and speedily dealt with in accordance with our Code of Discipline and Circular 40/97 from the Department of Education
- ensures that it is the Board of Management's duty to provide a safe place of work and schooling for employees and pupils respectively within the school
- will ensure that measures are taken to prevent or minimise the risk of assaults to teachers or other staff employed in the school
- will ensure that measures are taken in support of staff who have been assaulted or threatened with assault; and will guarantee that appropriate action is taken to safeguard against a recurrence

Definition of Bullying

Bullying is unwanted negative behaviour, verbal, psychological or physical conducted by an individual or group against another person(s) and which is repeated over time. It includes relational bullying, cyber-bullying and identity-based bullying such as homophobic bullying. (DES procedures, Section 2.1)

Types of Bullying

Physical Aggression: includes pushing, punching, kicking and other forms of physical assault

Damage to property: results in damage to clothing, school books and other learning material, interference with or pilfering of contents of schoolbags etc..

Extortion: demands being made for money often accompanied by threats. Victims may also be forced into theft on behalf of the bully.

Intimidation: victims may be intimidated by use of aggressive body language and tone of voice. For example, raised eyebrows in a classroom when a contribution is made by the victim.

E-bullying: abusive telephone calls or text messages are forms of intimidation and bullying. Social media may be alluded to in SPHE/Ethical classes but children will be reminded that they must be at least 13 years old to have a Facebook page, Instagram, Twitter or other similar social media account.

Isolation: the isolation, exclusion, and/or ignoring of a victim by a group or individual. This may be accompanied by a campaign of insults, for example writing insulting remarks in a note or graffiti.

Name Calling: persistent name calling of a hurtful, insulting or humiliating nature. This often refers to physical appearance or academic ability, and is repeatedly directed at an individual.

Teasing: when good-natured banter extends to personal remarks about appearance, clothing, behaviour and personal hygiene, or is uncomplimentary to members of one's family, it assumes the form of bullying.

Identity-based bullying: Identity-based bullying can be defined as any bullying activities directed to an individual or group based on the victims membership, or perceived membership, of a category. These include categories such as gender, sexuality, race, ethnicity or religion. For example, homophobic bullying is based on actual or perceived sexual orientation and transphobic bullying is bullying that is based on actual or perceived gender identity.

Categories of bullying

Bullying can take place between people of all different ages, genders etc. This policy understands that bullying may occur in many forms:

- Child – Child
- Child – Adult
- Adult – Child
- Adult – Adult

Effects/Indications of Bullying

Children who are being bullied may develop feelings of insecurity and extreme anxiety, resulting in greater vulnerability, including a reluctance to talk about what is happening to them. This may lead to behavioural changes and lower academic performance. The following are typical examples:

- Reduced ability to concentrate
- Poor or deteriorating school work
- Fear of going to, or returning from, school
- Loss of confidence and self esteem
- Aggressive behaviour
- Depression

Preventative Measures

The Board of Management will be urged to consider and implement measures which will prevent or minimise risk of assault to the school staff as outlined in the Department of Education circular 40/97. The following are a list of measures that are being implemented as part of the anti-bullying policy.

School Community

A positive school climate, which focuses on respect for the individual, along with a strong sense of community and cooperation between pupils, parents, staff and board of management is promoted.

Supervision

School activities will be supervised and monitored at all times, with particular emphasis on those occasions when situations of bullying are more likely to occur, such as assembly time, play time and dismissal time.

Curriculum

The Stay Safe Programme will be taught in Senior Infants, Second, Fourth and Sixth Classes (This may vary in multi-class situations). Time will be devoted to discussion on bullying at each class level, with particular emphasis being placed on re-affirming the children's sense of self-esteem. These lessons will be revised each year. They will be covered during SPHE or our Learn Together Programme.

Disclosure

Children will be encouraged to say 'No!' to bullying and to disclose and discuss incidents of bullying behaviour. The difference between 'telling tales' about incidents of a minor nature and telling to 'stay safe' will be thoroughly explained.

Procedures for Dealing with Instances of Bullying

Bullying behaviour thrives where there is confusion about what constitutes bullying, when strategies/procedures are not in place, when children are too fearful to tell or feel that nothing will be done about it if they do tell.

- a) All incidents of bullying will be recorded in an incident book which will be retained in the school.
- b) Pupils will be informed that when they report incidents of bullying, they are acting responsibly.
- c) A calm unemotional problem solving approach will be used to deal with bullying.
- d) Incidents of bullying will initially be dealt with by the class teacher. Answers should be sought to questions of What, Where, When, Who and Why. Incidents which are of a serious nature, or which involve pupils from a number of classes may be referred to the Principal.
- e) In the event that the victim of bullying is the class teacher or another member of staff, the incidents of bullying will be dealt with by the Principal.
- f) On being informed of an alleged incident of bullying, the teacher dealing with it will first interview the victim/s and discuss the feelings that the victim/s experienced because of the bullying behaviour. An interview will then take place with the alleged perpetrator/s. Members of a gang should be met individually and as a group. Having discussed, with all the parties involved, the negative impact which bullying has on both perpetrator/s and victim/s, responsibility will be placed on all individuals within the group to resolve the difficulty and to take appropriate steps to ensure that it does not happen again. If the teacher is convinced at this stage that bullying has occurred, the Principal and parents of all concerned will be

contacted.

- g) The above meetings should be carried out in a calm unemotional problem solving way to ensure that there is no repeat of bullying behaviour, and in order to monitor the situation as deemed necessary.
- h) If the meetings at 'e' above fail to achieve an end to bullying behaviour, separate meetings between the teacher dealing with the problem and the parent(s) of perpetrator(s) and victim(s) will take place to inform them of what has transpired, update them on the steps taken by the school, and to seek their support in arriving at a solution.
- i) In cases where individual pupils are repeatedly involved in incidents of bullying, either as perpetrators or victims, or in cases where serious incidents occur, parents will be informed and their support sought.
- j) If the above steps have been followed, and a solution has not been reached, the case will be referred to the Board of Management for consideration (in accordance with Rule 130 of the Rules for National Schools as amended by circular 7/88).

Procedures for Dealing with Instances of Assault on School Staff

Any violence in the form of verbal abuse, threats, assaults or other forms of intimidation should be immediately reported to the Principal teacher/other member of staff. The details of the incident should be recorded by the person involved and the Principal/other member of staff. Where appropriate, the matter should be reported to the Gardaí, and the Board of Management should also be made aware of the incident.

Where the alleged assault is committed by a parent/guardian, the parent/guardian should be immediately instructed in writing not to make direct contact with the teacher/school pending full consideration of the matter by the Board. Subsequently the Board should correspond with the parent/guardian stating:

- that the Board considers the assault unacceptable
- what action the Board intends to take
- what pre-conditions should be met before access to the school is restored.

The parent/guardian is allowed to give their version of events through a written letter to the Chairperson of the Board of Management.

Where the assault is by a pupil, the matter should be dealt with in accordance with the school's Code of Behaviour, and as provided for in Rule 130(5) of the Rules for National Schools. The Code of Behaviour should be consulted and followed for repeatedly aggressive behaviour.

Where the assault is by a staff member, the matter is dealt with by the school's Board of Management and where deemed necessary, The Teaching Council.

Success Criteria

Our Anti Bullying Policy will be seen to be working well when we receive positive feedback from pupils, parents and teachers. Success can also be based on positive observations of behaviour within the school building, outside play time and at dismissal time. In the event that a case of bullying is identified, when procedures are followed and the case has a successful outcome, it will also be considered successful.

Roles and Responsibility

The policy committee have written this policy, and review it on a regular basis through feedback from members of the school community. These reviews feed into the work of the Board of Management. The Board of Management must undertake an annual review of the school's anti-bullying policy and its implementation (as detailed in *Appendix 1* below). The Board must also sign and send *Appendix 2* to Educate Together.

Implementation Date

This policy was implemented April 2010. Amendments will be implemented immediately.

Timetable for Review

This policy is to be reviewed annually. Refer to and complete checklist in *Appendix 1*.

Ratification and Communication

The amended policy will be communicated to members of the Board of Management prior to the meeting of the Board on 24 October 2019. Notification should be given to school personnel, published on the school website and provided to the Parents' Association using *Appendix 2*. Parents will also be made aware in the next school communication that the policy is available for viewing by appointment in the school or online at carrigalineeducatetogether.ie/publications

Date of ratification: _____

Signed: _____
CHAIRPERSON OF BOM

Date: _____

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
- 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; Procedures and Policies for Positive Staff Relations. INTO, 2000
- Code of Practice on the Prevention of Workplace Bullying. HSA, 2002
- Circular 20/90 on Discipline
- Circular 22/02 Appeals Procedures under Section 29 of the Education Act, 1998
- Circular 40/97 Assaults on Teachers/School Employees
- 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
- Department of Education circular 40/97

Appendix 1

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> ? | noYes |
| 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 pupils? | 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? | Yes |
| 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 investigations by the Ombudsman for Children, 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? | N/A |
| Has the Board identified any aspects of the school’s policy and/or its implementation that require further improvement? | No |
| Has the Board put in place an action plan to address any areas for improvement? | N/A |

Signed _____
Chairperson, Board of Management

Date _____

Signed _____
Principal

Date _____

Appendix 2

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

To: _____

The Board of Management of Carrigaline Educate Together N.S. 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 _____