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**SCOIL AN CHROÍ RÓ NAOFA ÍOSA**  
**ANTI-BULLYING/ANTI-RACISM POLICY &**  
**PROCEDURES**

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1. In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the National Educational Welfare Board (NEWB), the Board of Management of Scoil An Chroí Ró Naofa Íosa, Huntstown (Roll No. 19755L) 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 by the Department of Education and Skills (DES) in September 2013.
2. The Board of Management recognises the very serious nature of bullying and racism, and the negative impact that it can have on the lives of children and young people and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying/racist behaviour:
  - ✓ A positive school culture and climate which-
    - o is welcoming of difference and diversity and is based on inclusivity;
    - o encourages children to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
    - o 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-
    - o build empathy, respect and resilience in children; and
    - o explicitly address the issues of cyber-bullying and identity-based bullying.
  - ✓ Effective supervision and monitoring of children;
  - ✓ 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 school's anti-bullying/racism policy and procedures.

### 3. Bullying can be defined as follows:

*.....unwanted negative behaviour, verbal, psychological or physical, conducted by an individual or group against another person (or persons) and which is repeated over time.*  
(DES, 2013, p.8)

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 (SEN).

Negative behaviour that does not meet the above definition of bullying will be dealt with in accordance with the school's *Discipline and Code of Behaviour Policy*, e.g. 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 above definition of bullying and will be dealt with, as appropriate, in accordance with the school's Code of Behaviour. However, 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 and will be dealt with by the school accordingly.

[**Note:** Additional information on different types of bullying is set out in Section 2 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools* (DES, 2013). [www.antibullyingcampaign.ie](http://www.antibullyingcampaign.ie) is also a very useful website for advice, lesson plans and activities.]

### 4. PREVENTING BULLYING BEHAVIOUR

The school will first and foremost aim to prevent bullying behaviour from occurring through use of the following education and prevention strategies:

- Using the lesson plans for Third to Sixth class available on the [www.antibullyingcampaign.ie](http://www.antibullyingcampaign.ie) website.
- Incorporating the following into our SPHE programme:
  -  Friends for Life
  -  Fun Friends
  -  Weaving Wellbeing

- As introduced under the Yellow Flag Initiative, the continuation of an anti-bullying campaign every January to include e.g. drama/poster/poetry/film-making etc. with an emphasis on cross-curricular lessons (SPHE, Stay Safe Programme, History, Drama etc.) and activities, which are particularly relevant to the prevention of bullying and racism and the promotion of respect for diversity and inclusiveness.
- Holding a friendship week in February of every year.
- Encouraging teachers to complete extension work within the curricular subjects, leading to and facilitating discussion on anti-bullying and anti-racist issues, and diversity in general.
- Explicitly and regularly teaching the children about the appropriate use of social media.
- Actively involving parents/guardians and/or the Parents' Association in awareness raising campaigns around appropriate social media use.
- Organising workshops/talks for parents to advise on the dangers of social media and the need for parental involvement and monitoring of children's social media.
- Positively encouraging children to comply with the school rules on mobile phone and internet use (including social media use) with reference to the school's *Acceptable Use Policy* (AUP). Issues of cyber bullying will be addressed with children and their parents/guardians with reference to AUP and anti-bullying procedures for investigation.
- Explicitly teaching school rules in child friendly language.
- Displaying the school's diversity code in a prominent area of the school.
- Posting the school's diversity code on the school's website.
- Modelling respectful behaviour to all members of the school community at all times.
- Explicitly teaching children what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.
- Catching the children being good – noticing and acknowledging desired respectful behaviour by providing positive attention. Using systems of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines, e.g. 'Star of the Week' awards etc.
- Consistently tackling the use of discriminatory and derogatory language in the school – this includes homophobic and racist language and language that is belittling of children with a disability or SEN.
- Encouraging children to report bullying and racist behaviour. All reports, including anonymous reports of bullying and racism will be investigated. It will be made clear to

all children that when they report any incidents of bullying and racism they are not considered to be telling tales but are behaving responsibly.

- As introduced under the Yellow Flag initiative, teachers from 2<sup>nd</sup> – 6<sup>th</sup> may use a ‘Worry Box’ where pupils may ‘post’ their worries. Teachers can deal with each posted worry at a suitable time and in a suitable manner, whether the posting is named or anonymous.
- Giving constructive feedback to children when respectful behaviour and respectful language are absent while at the same time reiterating the notion that bullying/racist behaviour is not acceptable and will not be tolerated.
- Actively watching out for signs of bullying/racist behaviour. Ensuring there is adequate indoor and outdoor supervision.
- Maintaining, developing and encouraging the work of the Student Council.

## 5. PROCEDURES FOR INVESTIGATION OF BULLYING BEHAVIOUR

While a parent/guardian or child may bring a concern regarding bullying/racist behaviour to any teacher in the school, the member of staff with initial responsibility for investigating and dealing with the allegation will be the child’s class teacher.

The school’s procedures for investigation, follow-up and recording of bullying/racist behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows:

- (i) A parent/guardian who wishes to make an allegation of bullying/racism should contact their child’s class teacher in the first instance and then provide all relevant information in writing on a **Bullying Allegation Report Sheet** contained in **Appendix 1** of this policy document and also available from the class teacher or school secretary. The class teacher will then open and maintain a file on the matter.
- (ii) When a class teacher is made aware of bullying/racist behaviour he/she will **record the nature of the behaviour and details of any incident(s)**, the names of the parties involved, and the names of any witnesses. The class teacher will **bring the matter to the attention of an assistant principal and the school Principal or Deputy Principal**.
- (iii) The class teacher will then **investigate the matter** (with the advice and support of an assistant principal if necessary) and **maintain appropriate written records of the investigation**. He/she will **seek answers to questions of what, where, when, who and why**. The primary aim for the class teacher in investigating

and dealing with bullying will be to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame).

- (iv) In general, incidents will be investigated outside the classroom situation to ensure the privacy of all involved.
- (v) If a group is identified as engaging in or being witness to bullying behaviour, each member of the group will be interviewed individually at first. They may be asked to write down their account of the incident(s). Thereafter, all those involved identified as engaging in or being witness to bullying behaviour may be met as a group. At the group meeting, each member will be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements.
- (vi) In investigating and dealing with bullying/racism, the class teacher will exercise his/her professional judgement to determine whether bullying/racism has occurred and how best the situation might be resolved.
- (vii) Where the class teacher has determined that a child has been engaged in bullying/racist 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 child being bullied. The parents/guardians of the parties involved will be contacted to inform them of the matter and explain the actions being taken.
- (viii) In determining whether a bullying case has been adequately and appropriately addressed the class teacher will, as part of his/her professional judgement, take the following factors into account:
  - Whether the bullying/racist 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; and
  - Any feedback received from the parties involved, their parents/guardians or the school Principal or Deputy Principal.
- (ix) In cases where the class teacher considers that the bullying/racist behaviour has not been adequately and appropriately addressed within 20 school days after he/she has

determined that bullying/racist behaviour has occurred, it will be recorded by the class teacher in the recording template of the *DES Anti-Bullying Procedures for Primary and Post-Primary Schools* contained in **Appendix 3** of this policy document. A copy of the recording template will be retained by the class teacher and a copy given to the Principal or Deputy Principal as appropriate.

(x) Some or all of the following strategies will be used, as appropriate, in response to bullying/racist behaviour:

- Discussion and reasoning with the child. Explaining to him/her what is wrong with the bullying/racist behaviour and how it affects the other person(s). Seeking an apology and committal to discontinue such behaviour.
- Fair and appropriate reprimand, which will include advice on acceptable behaviour.
- Temporary separation from friends and peers, with appropriate additional work prescribed;
- Supervised detention during Break times;
- Additional work that is fair and appropriate in terms of amount and content;
- Referral to an assistant principal.
- Implementation of behaviour management programme in consultation with the child's parent(s)/guardians(s) (with reference to the school's *Behavioural, Emotional and Social Difficulties Continuum of Support Policy*);
- Referral to Principal or Deputy Principal;
- Referral to external agency, if appropriate, with parent/guardian consent;
- Temporary suspension in accordance with the terms of Rule 130(5) of the Rules for National Schools;
- Expulsion, as a last resort, when all interventions and all possibilities for changing the bullying behaviour have been exhausted;
- Referral of serious instances of bullying or potentially abusive behaviour to Tusla Child and Family Agency and/or Gardaí as appropriate.

**[Note:** Any situation where disciplinary sanctions are required will be a private matter between the pupil being disciplined, his or her parents/guardians and the

school.]

- (xi) 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 pupil who has been bullied is ready and agreeable. This can have a therapeutic effect.
- (xii) Where a parent/guardian is not satisfied that the school has dealt with a bullying/racism case in accordance with the DES anti-bullying procedures, the parent/guardian will be referred, as appropriate, to the school's complaints procedures. In the event that a parent/guardian has exhausted the school's complaints procedures and is still not satisfied, the school will advise the parent/guardian of their right to make a complaint to the Ombudsman for Children.

## **6. SUPPORT FOR CHILDREN AFFECTED BY BULLYING/RACIST BEHAVIOUR**

The school's programme of support for children affected by bullying/racist behaviour is as follows:

- (i) The class teacher will maintain contact with the child's parents/guardians and continue to monitor the situation on an ongoing basis to ensure that the bullying behaviour has stopped.
- (ii) If appropriate, the child will access support from a SET teacher for a short period of time on their own or as part of a holistic group with a view to enhancing their self-esteem and self-worth.
- (iii) The school will seek advice from the National Educational Psychological Service (NEPS) and Child and Adult Mental Health Services (CAMHS) with a view to providing counselling services for the child if necessary.

## **7. SUPPORT FOR CHILDREN INVOLVED IN BULLYING/RACIST BEHAVIOUR**

The school's programme of support for children involved in bullying/racist behaviour is as follows:

- (i) Incidents of positive behaviour within and outside of the classroom will be recorded. Efforts by children to improve behaviour will be recognised, approved and rewarded by the school.
- (ii) If appropriate, children will access support from a SET teacher for a short period of



time as part of a holistic group with a view to enhancing their self-esteem and self-worth.

- (iii) Behaviour management programmes (with reference to the school's *Behavioural, Emotional and Social Difficulties Continuum of Support Policy*) will be used by the class teachers to support children's efforts to behave appropriately.
- (iv) The school will seek advice from the National Educational Psychological Service (NEPS) and Child and Adult Mental Health Services (CAMHS).

## **8. PROCEDURES FOR EVALUATION OF ANTI-BULLYING/ANTI-RACISM POLICY**

### **8.1 Periodic summary reports to the Board of Management**

At the end of each school term, the Principal will provide a report to the Board of Management setting out:

- (i) the overall number of bullying cases reported (by means of the bullying template of the DES *Anti-Bullying Procedures for Primary and Post-Primary Schools*) since the previous report to the Board; and
- (ii) confirmation that all cases referred to at (i) above have been or are being dealt with in accordance with the school's anti-bullying/anti-racism policy and the *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

The minutes of the Board of Management meeting will record the above but will not include any identifying details of the children involved.

### **8.2 Annual Review by the Board of Management**

**8.2.1** The Board of Management will undertake an annual review of the school's anti-bullying policy and its implementation by the school.

**8.2.2** A standardised checklist from the DES *Anti-Bullying Procedures for Primary and Post-Primary Schools* contained in **Appendix 4** of this policy document will be used in undertaking the review.

**8.2.3** The school will put in place an action plan to address any areas for improvement identified by the review.

## **9. SUPERVISION AND MONITORING OF CHILDREN**

The Board of Management confirms that appropriate supervision and monitoring policies and practices are in place to both prevent and deal with bullying/racist behaviour and to

facilitate early intervention where possible.

## **10 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 children 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.

**11.** This policy was revised and ratified by the Board of Management on 10<sup>th</sup> June 2019.

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

**13.** 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' Association. A record of the review and its outcome will be made available, if requested, to the patron and the Department of Education and Skills.

**Signed:** Margaret Condon  
Margaret Condon  
Chairperson, Board of Management

**Date:** 10<sup>th</sup> June 2019

## Appendix 1

### Bullying Allegation Report Sheet

*If you feel that your child is a victim of bullying, please complete the following details and return this report sheet to your child's class teacher as soon as possible.*

**Child's Name:**

**Teacher:**

- **Please write down the name(s) of the alleged bully / bullies:**

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- **Please describe what the alleged bully / bullies did to your child:**

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- **When (times and dates) and where did the alleged bullying take place?**

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- **Please write down the name(s) of any witness(es) to the alleged bullying:**

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**Signed:..... Date:.....**

## **Appendix 2**

### **Definition of Bullying**

Bullying is **repeated** aggression, verbal, psychological or physical, conducted by an individual or group against others. While unacceptable behaviour that is “not very nice” will not be tolerated, it cannot be described as bullying. However, when the behaviour is **systematic and ongoing** it is bullying. 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 (SEN).

**Cyberbullying** is bullying that takes place using electronic technology. Examples of cyberbullying include mean text messages or emails, rumours sent by email or posted on social networking sites, and embarrassing pictures, videos or fake profiles.

**Physical Aggression** includes pushing, shoving, punching, kicking, poking and tripping people up. In some incidences it may be construed as play/mess fighting. It may also take the form of severe physical assault.

**Interfering with or damaging personal property** can be the focus of attention for the bully; this may result in damage to clothing, school books and other personal items. The contents of school bags and pencil cases may be scattered on the floor. Items of personal property may be defaced, broken, stolen or hidden.

**Extortion** can sometimes be used, e.g. demands for money, often accompanied by threats (sometimes carried out) in the event of the victim not promptly “paying up”. Other bullying behaviour takes the form of **intimidation**; it is based on the use of very aggressive body language or menacing behaviour to intimidate.

**Isolation** is another form of bullying behaviour, where a child is deliberately isolated, excluded or ignored on a continuous basis by some or the entire class group. This practice is usually initiated by the person engaged in bullying behaviour. It may be accompanied by writing insulting remarks about the victim, by passing notes or drawings around, sending text messages or by whispering insults about the victim loud enough to be heard.

**Persistent name calling** directed at the same individual(s) which hurts, insults or humiliates should be regarded as a form of bullying behaviour. Most name calling can refer to: physical appearance; accent or distinctive voice; family; academic ability; race/culture/creed; colour; family circumstances; slugging” which extends to personal remarks and which is hurtful; and sexual orientation.

There are many different types of behaviour in school which can be classed as poor behaviour, however, when a child is the victim of any of the above poor behaviour on a **deliberate and persistent** basis then he/she is a victim of bullying.

## Appendix 3

### Template for Recording Bullying Behaviour

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

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

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


**3. Source of bullying concern/report**  
(tick relevant box(es))\*

Pupil concerned	
Other Pupil	
Parent	
Teacher	
Other	

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

Playground	
Classroom	
Corridor	
Toilets	
School Bus	
Other	

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

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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**

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**9. Details of actions taken**

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Signed \_\_\_\_\_ (Relevant Teacher) Date \_\_\_\_\_

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

**\* Note:** The categories listed in the tables 3, 4 & 6 are suggested and schools may add to or amend these to suit their own circumstances.

## Appendix 4

### 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 children?	
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 \_\_\_\_\_

**Appendix 5**  
**Notification Regarding the Board of Management's**  
**Annual Review of the School's 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 \_\_\_\_\_ Date \_\_\_\_\_  
Chairperson, Board of Management

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