

# St. Cronan's Junior National School



## Anti-bullying Policy

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### Policy Summary Details:

Policy Title	Anti-bullying Policy
Date Written	November 2023
Date Ratified by BOM	20/11/2023
Roll Number	19456B
Review Date	November 2024

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 St. Cronan's Junior 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- 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
  - Effective leadership;
  - A school-wide approach;
  - Use restorative practices to build community and repair relationships, when necessary.
  - A shared understanding of what bullying is and its impact;
  - 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
    - ☐ Zero tolerance by all staff to identity-based bullying including in particular, homophobic and 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.
    - ☐ transphobic bullying e.g. verbal abuse such as name calling, teasing and offensive jokes and non verbal abuse such as insulting gestures or mimicry.
    - ☐ 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:

**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*.

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

As with all instances of misbehaviour in school, if there is an accusation of bullying in school, the **class teacher** will investigate and deal with the incident in the first instance. The class teacher shall record all incidents of bullying on an incident sheet (Appendix 2). A copy of Appendix 2 will be available to all teachers on the school padlet.

#### 5. The education and prevention strategies:

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

##### A) Curriculum subjects:

The revised Stay Safe Programme (Staysafe.ie)

RSE ([www.pdst.ie/primary/healthwellbeing/RSE](http://www.pdst.ie/primary/healthwellbeing/RSE))

Walk Tall Programme ([www.pdst.ie/walktall](http://www.pdst.ie/walktall))

SPHE

Religion

English: Oral language skills

Drama: Exploring and Making Drama – Role Playing

Geography: People and places in other areas

##### Websites:

Webwise.ie Information, advice and free educational resources addressing internet safety.

Sticksandstones.ie

Sample anti-cyberbullying lessons and twinkl anti-cyberbullying lessons on the school drive.

Anti-Bullying Website – [www.tacklebullying.ie](http://www.tacklebullying.ie) has been set up by the DES.



- B) We endeavour to encourage a sense of community and belonging, friendship and tolerance of each other through the curriculum and as an underlying ethos in St. Cronan's J.N.S. and through a commitment to using restorative practices throughout the school community.
- C) We encourage the children to respect one another and all members of the community. We encourage caring, trust, consideration and support for each other. Team work is encouraged both in class work and sports activities.
- D) Anti-cyber bullying lessons are completed annually in first and second class based on the St. Cronan's anti-cyber bullying programmes specifically designed for our young pupils, to actively encourage children to understand what bullying is in all its forms, how to prevent it, to build self-esteem and confidence and how to report incidents so that a programme of change can begin for children affected by and involved in bullying behaviour. This programme is based on the [www.webwise.ie](http://www.webwise.ie) site and was developed in response to parental concerns.
- E) Children are taught a series of rights lessons in first class.
- F) The Stay Safe programme is delivered in senior infants and second class.
- G) Teachers will record all incidences of misbehaviour in the yard in the designated yard book.
- H) Restorative Practice: Restorative practices are modelled by teachers and staff and students are encouraged to develop and use restorative practice skills .
- I) Courses and lectures are organised for parents from time to time with the help and co-operation of the Parents' Association and the Board of Management.

6. [The school's procedures for investigation](#), follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows:

[Procedures for recording and reporting bullying behaviour:](#)

- a) Teachers will monitor pupil behaviour in order to detect signs of indiscipline or significant changes in mood/behaviour.
- b) All reports of bullying behaviour even those, which appear trivial, will be dealt with by teachers.
- c) Serious cases will be referred immediately to Principal.
- d) Parents will be informed of serious incidents as soon as they come to the attention of staff.

- e) Teacher/Parents will impress on children that reporting incidents of bullying behaviour is acting responsibly and not telling tales.
- f) Non-teaching staff will report incidents witnessed by them to the class teacher or Principal.
- g) Complaints regarding a staff member will be reported to the Principal. Procedures to deal with serious complaints are in place under the following – Grievance Procedure/Code of Behaviour/Sexual Harassment in the Workplace.
- h) Unresolved cases at school level will be referred to the B.O.M.

#### **Procedures for investigating and dealing with bullying behaviour:**

- a) Stay calm.
- b) Investigate incidents outside the classroom situation to avoid the public humiliation of pupil being affected by bullying/person engaging in bullying behaviour.
- c) Speak separately to all parties involved.
- d) Speak to witness also.
- e) When analysing incidents of bullying behaviour, the relevant teacher should seek answers to **Restorative Practice Questions**: What happened?; What were you thinking at the time?; What have your thoughts been since? Who has been affected by what you did, and in what way? How could things have been done differently? What needs to happen next?
- f) Keep notes where necessary.
- g) If it is deemed possible/useful all parties involved can be invited to give a written account.

#### **7. The school's programme of support for working with pupils affected by bullying behaviour is as follows:**

*Once it has been established that a person has been involved in bullying behaviour the following procedures apply:*

- a) The parents 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 will give parents an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school.
- b) Pupil engaging in bullying behaviour will be informed of where he/she is in breach of the code. He/she will be helped to understand why their actions are unacceptable and that their actions will not be tolerated at school. Restorative conversations, meetings will be used to help a student understand why their actions are unacceptable.
- c) Efforts should be made to try to get him/her to see the situation from the perspective of the pupil being affected by the bullying behaviour.



- d) He/she must apologise to pupil being affected by the bullying behaviour.
- e) Pupil being affected by the bullying behaviour must be happy with apology. He/she will be helped to understand that bullying behaviour is unacceptable.
- f) It must also be made clear to all involved (each set of pupils and parents) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parents and the school;
- g) 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 affected by the bullying behaviour is ready and agreeable.
- h) In cases where the relevant teacher considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour has occurred, it must be recorded by the relevant teacher in the recording template at Appendix 3. Any suspension or expulsion will be in accordance with our Code of Behaviour Policy.
- i) 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 parents or the school Principal or Deputy Principal;
- j) Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents must write with their complaint, to the board of management.
- k) In the event that a parent has written to the board of management and is still not satisfied, the school must advise the parents of their right to make a complaint to the Ombudsman for Children.
- l) Whether every support available in the school has been given to all children involved in or affected by bullying behaviour, to reduce, limit and/or eliminate any negative repercussions of the bullying in so far as practically possible.

## **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 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. This policy was initially adopted by the Board of Management on 28<sup>TH</sup> March 2017 .
11. 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 to the Department of Education and the patron if requested.
12. 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. .

### 13. Reference to other Policies

The following school policies have a bearing on the anti-bullying policy:

- SPHE plan
- Code of behaviour
- Health & Safety and Risk Assessment Policy
- Dignity at work policy
- Special Educational Needs.

The latest review of this policy took place in [November 2023](#)

The next review is due in [November 2024](#).

Signed: *Edel Blake*  
(Principal)

Date: *20/11/2023*

Signed: *Mary-Liz Donaghy*  
(Chairperson of Board of Management)

Date: *20.11.23*

Date of next review: November 2024

## Appendix 1:



### **Examples of bullying behaviours**

<b>General behaviours which apply to all types of bullying</b>	<ul style="list-style-type: none"><li>• Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc.</li><li>• Physical aggression</li><li>• Damage to property</li><li>• Name calling</li><li>• Slagging</li><li>• The production, display or circulation of written words, pictures or other materials aimed at intimidating or humiliating another person</li><li>• Offensive graffiti</li><li>• Extortion</li><li>• Intimidation</li><li>• Insulting or offensive gestures</li><li>• Taunting</li><li>• The “look”</li><li>• Invasion of personal space</li><li>• Telling the victim that he/she will tell on them for contrived reasons.</li><li>• A combination of any of the types listed.</li></ul>
<b>Cyber</b>	<ul style="list-style-type: none"><li>• <b>Denigration:</b> Spreading rumours, lies or gossip to hurt a person’s reputation</li><li>• <b>Harassment:</b> Continually sending vicious, mean or disturbing messages to an individual</li><li>• <b>Impersonation:</b> Posting offensive or aggressive messages under another person’s name</li><li>• <b>Frapping:</b> When a pupil uses the victim’s social networking accounts to post inappropriate content with their name.</li><li>• <b>Masquerading:</b> When a pupil creates a made-up profile or identity online with the sole purpose of cyberbullying someone.</li><li>• <b>Flaming:</b> Using inflammatory or vulgar words to provoke an online fight</li><li>• <b>Trickery:</b> Fooling someone into sharing personal information which you then post online</li><li>• <b>Outing:</b> Posting or sharing confidential or compromising information or images</li><li>• <b>Exclusion:</b> Purposefully excluding someone from an online group</li></ul>



	<ul style="list-style-type: none"> <li>• <b>Cyber stalking:</b> Ongoing harassment and denigration that causes a person considerable fear for his/her safety</li> <li>• Silent telephone/mobile phone call</li> <li>• Abusive telephone/mobile phone calls</li> <li>• Abusive text messages</li> <li>• Abusive email</li> <li>• Abusive communication on social networks e.g. Facebook/Ask.fm/ Twitter/You Tube or on games consoles</li> <li>• Abusive website comments/Blogs/Pictures</li> <li>• Abusive posts on any form of communication technology</li> </ul>
<b>Identity Based Behaviours</b> <b>Including any of the nine discriminatory grounds mentioned in Equality Legislation</b> (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).	
<b>Homophobic and Transgender</b>	<ul style="list-style-type: none"> <li>• Spreading rumours about a person's sexual orientation</li> <li>• Taunting a person of a different sexual orientation</li> <li>• Name calling e.g. Gay, queer, lesbian...used in a derogatory manner</li> <li>• Physical intimidation or attacks</li> <li>• Threats</li> </ul>
<b>Race, nationality, ethnic background &amp; membership of the Traveller community</b>	<ul style="list-style-type: none"> <li>• Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background</li> <li>• Exclusion on the basis of any of the above</li> </ul>
<b>Relational</b>	<p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"> <li>• Malicious gossip</li> <li>• Isolation &amp; exclusion</li> <li>• Ignoring</li> <li>• Excluding from the group</li> <li>• Taking someone's friends away</li> <li>• "Bitching"</li> <li>• Spreading rumours</li> <li>• Breaking confidence</li> <li>• Talking loud enough so that the victim can hear</li> <li>• The "look"</li> <li>• Use of terminology such as 'nerd' in a derogatory way</li> </ul>
<b>Sexual</b>	<ul style="list-style-type: none"> <li>• Unwelcome or inappropriate sexual comments or touching</li> <li>• Harassment</li> </ul>
<b>Special Educational Needs,</b>	<ul style="list-style-type: none"> <li>• Name calling</li> <li>• Taunting others because of their disability or learning needs</li> </ul>

<b>Disability</b>	<ul style="list-style-type: none"> <li>• Taking advantage of some pupils' vulnerabilities and limited capacity to recognise and defend themselves against bullying</li> <li>• Taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and social cues.</li> <li>• Mimicking a person's disability</li> <li>• Setting others up for ridicule</li> </ul>
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## Appendix 2



### **St. Cronan's Junior National School Record of Bullying Behaviour**

**Room:**\_\_\_\_\_ **Teacher:**\_\_\_\_\_ **Class:**\_\_\_\_\_

<b>Date/Time</b>	<b>Incident</b>	<b>Action Taken</b>



## Appendix 3:



### **St. Cronan's Junior National School Recording Template**

To be used only in cases where the relevant teacher considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour has occurred.

#### **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	<input type="checkbox"/>
Other Pupil	<input type="checkbox"/>
Parent	<input type="checkbox"/>
Teacher	<input type="checkbox"/>
Other	<input type="checkbox"/>

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

Playground	<input type="checkbox"/>
Classroom	<input type="checkbox"/>
Corridor	<input type="checkbox"/>
Toilets	<input type="checkbox"/>
School Bus	<input type="checkbox"/>
Other	<input type="checkbox"/>

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

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

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

#### **8. Brief Description of bullying behaviour and its impact Text**

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#### **9. Details of actions taken**

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

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

## Appendix 4



### St. Cronan's Junior National School Anti-bullying Policy Annual Review

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? <small>Text</small>	
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? <small>Text</small>	
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

### **Restorative Questions to Address Harm**

- What happened?
  - What were you thinking of at the time?
  - What have you thought about it since?
  - Who has been affected and in what way?
  - How could things have been done differently?
  - What do you think needs to happen next?
-