#  Anti –Bullying Policy St Colman’s N.S. Mucklagh-

**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. Colman’s 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;
* 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 and identity-based bullying including in particular, homophobic and transphobic 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. Rational.

* This policy is required to assist the school in the devising school based measures to prevent and deal with bullying behaviour and to increase awareness of bullying behaviour in the school community as a whole, e.g. school management, teaching and non-teaching staff, pupils and parents as well as those from the local community who inter face with the school
* Involving and encouraging all members of the school community in developing, formulating and reviewing this policy on bullying promotes partnership, ownership and implementation of a “living policy”, one which is actively implemented/promoted in the whole school community.
* The school climate and atmosphere are created by the actions of everyone in the school. The behaviour of the adults in a child's life, including parents and teachers, is a significant influence on how a child acts.
* The Department of Education and Skills requires schools to have a written policy on bullying.

**4. Links to the School’s Mission Statement.**

We strive to nurture the full potential of both staff and pupils in a secure, friendly and stimulating environment.

At St. Colman’s N.S., Mucklagh, we aim to create a school which:

1. Promotes excellence in teaching and learning.

2. Values each child as an individual and helps him/her develop a sense of her own worth, through developing self-confidence and self-expression.

3. Nurtures each child in all aspects of their life; spiritual, moral, emotional, intellectual, physical and social.

4. Creates a sense of responsibility, respect and caring for self, others and the wider community.

5. Fosters environmental awareness and care among its pupils through SESE

6. Encourages involvement of parents through home/school contacts and through their involvement in the Parents’ Association.

7. Promotes professional and personal development of teachers.

**5**. **Policy Aims.**

1. To encourage and develop respectful relationships between children and between staff and children.

2. To create a school ethos which encourages children to disclose and discuss incidents of bullying behaviour.

3. To raise awareness of bullying as a form of unacceptable behaviour with school management, staff, pupils, parents/guardians.

4. To develop procedures for noting and reporting incidents of bullying behaviour.

5. To develop procedures for dealing with incidents of bullying behaviour.

6. To develop a programme of support for those affected by bullying behaviour and for those involved in bullying behaviour.

7. To work with and through various agencies/organisations/individuals in countering all forms of bullying and anti-social behaviour, e.g. community garda, guest speakers, National Educational Psychological Service.

8. To evaluate the effectiveness of school policy on bullying behaviour.

We aspire to fulfil the above aims by fostering an atmosphere of respect, understanding and encouragement between all who teach, work and learn in the school, so that the development and contribution of every individual can be acknowledged and all can work together to benefit personal growth and the common good.

**6. Definition of Bullying.**

Any pupil, through no fault of their own, may be bullied. It is common in the course of normal play for pupils to tease or taunt one another. However, at a certain point, teasing and taunting may become bullying behaviour.

 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 texting
* identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person’s membership of the Traveler 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.(see Code of Behaviour Policy)

However, in the context of this policy, placing a once-off offensive or hurtful text, 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.

To “like” or “lol” a hurtful message, image or statement indicates agreement and is considered to be bullying behaviour and will be dealt with in accordance with the Bullying Policy procedures

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

Bullying can be defined as repeated aggression – whether it be verbal, physical or psychological – that is conducted by an individual or group against others. It is behaviour that is intentionally aggravating and intimidating, and occurs among children mainly in social environments such as schools. It includes behaviours such as teasing, taunting, threatening, hitting or extortion by one or more persons against a target.

Isolated incidents of aggressive behaviour, which should not be condoned, can scarcely be described as bullying. However, when the behaviour is systematic\* and ongoing\* it is bullying. Bullying can also take the form of racial abuse. With developments in modern technology, children can also be the targets of non-contact bullying, via mobile phones, the Internet and other personal devices.

∗ *Systematic – is characterised by actions that are planned and methodical and designed to undermine and intimidate the individual.*

∗ *Ongoing – remaining in existence, developing, continually moving forward.*

**7. Types of Bullying.**

• **Physical aggression:**

It includes pushing, shoving, punching, kicking, poking and tripping people up. It also may take the form of severe physical assault. Children play football and soccer which involves a level of physical tackling, children can trip, be tripped and fall during play, this is not to be confused with intentional physical aggression.

**Damage to property**

Personal property can be the focus of attention for the bully; this may result in damage to clothing, school books and other learning material or interference with a pupil’s personal belongings. 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:**

Demands for money may be made, often accompanied by threats (sometimes carried out), in the event of the target not promptly “paying up”. Targets’ lunches may be taken. Targets may also be forced into theft of property for delivery to the bully. Sometimes this tactic is used for the sole purpose of incriminating the target.

• **Intimidation:**

Some bullying behaviour takes the form of intimidation; it is based on the use of very aggressive body language with the voice being used a s a weapon. Particularly upsetting to targets can be the so-called ‘look’ - a facial expression which conveys aggression and/or dislike.

• **Abusive Telephone Calls/Text Messages or On-line Bullying:**

The abusive anonymous telephone call is a form of verbal intimidation or bullying. Inappropriate texting and on-line messaging can also be forms of intimidation or bullying. Posting abusive or insulting messages on social media sites is also a form of bullying. The school’s Acceptable Use Policy gives guidelines on proper use of the Internet and other electronic media.

The minimum age to open an account on Facebook, Twitter, Instagram, Pinterest, Tumblr, Kik, and Snapchat is 13. For Vine, no age verification Tinder 13 years and up. YouTube requires account holders to be 18, but a 13-year-old can sign up with a parent's permission.

• **Isolation:**

A certain person is deliberately isolated, excluded or ignored by some or all, of the class group. This practice is usually initiated by the person engaged in the bullying behaviour. It may be accompanied by writing insulting remarks about the target on blackboards or in public places, by passing around notes about or drawings of the target or by whispering insults about them loud enough to be heard.

• **Name Calling:**

Persistent name-calling directed at the same individual(s), that hurts, insults or humiliates should be regarded as a form of bullying behaviour; most name-calling of this type refers to physical appearance, including race.

Accent or distinctive voice characteristics may attract negative attention. Academic ability can also provoke name calling. This tends to operate at two extremes; first, there are those who are singled out for attention because they are perceived to be slow, or weak, academically. At the other extreme are those who are targeted because they are perceived as high achievers.

• **“Slagging”:**

This behaviour usually refers to good natured banter which goes on as part of the normal social interchange between people. However, when this ‘slagging’ extends to very personal remarks, aimed again and again at the one individual about appearance, clothing, personal hygiene or involves references of an uncomplimentary nature to members of one’s family, particularly if couched in sexual innuendo, then it assumes the form of bullying. It may take the form of suggestive remarks about a pupil’s sexual orientation.

**8. Effects of Bullying.**

Pupils who are being bullied may develop feelings of insecurity and extreme anxiety and thus may become more vulnerable. Self-confidence may be damaged, with a consequent lowering of their self-esteem. While they may not talk about what is happening to them, their suffering is indicated though changes in mood and behaviour. Bullying may occasionally result in suicide. It is, therefore, important to be alert to changes in behaviour as early intervention is desirable.

**9. Characteristics of Bullying Behaviour.**

Schools need to realise that any pupil can be a target of, or perpetrator of bullying behaviour.

**The Target**

Any pupil, through no fault of their own may be bullied. It is common in the course of normal play for pupils to tease or taunt one another. However, at a certain point, teasing and taunting may become bullying behaviour. As pupils are particularly quick to notice differences in others, pupils who are perceived as different are more prone to encounter such behaviour. However, the pupils who are most at risk of becoming targets are those who react in a vulnerable and distressed manner. The seriousness and duration of the bullying behaviour is directly related to the pupil’s continuing response to the verbal, physical or psychological aggression.

It is of note that some pupils can unwittingly behave in a very provocative manner which attracts bullying behaviour.

**The Bully**

It is generally accepted that bullying is a learned behaviour. Pupils who bully tend to display aggressive attitudes, combined with a low level of self-discipline. They can lack any sense of remorse; often they convince themselves that the target deserves the treatment meted out. Pupils who bully can also be attention-seeking; often they set out to impress bystanders and enjoy the reaction their behaviour provokes. They tend to lack the ability to empathise. They are unaware of or indifferent to the target’s feelings.

**The Bystander** Passive bullying includes being a bystander and watching a bullying incident and doing nothing to stop it, or encouraging another to bully. Bullying is a difficult problem that only gets worse when it is ignored. Research clearly demonstrates that bystanders play a significant and pivotal role in the management and addressing of bullying. We endeavour to teach children the importance of telling a responsible adult (in confidence if the child feels intimidated).

**10. Indications of Bullying Behaviour / Signs and Symptoms**

The following signs and symptoms may suggest that a child is being bullied:

• Anxiety about travelling to and from school – requesting parents to drive or collect them, changing the route of travel, avoiding regular times for travelling to and from school.

• Unwillingness to go to school, refusal to attend, truancy.

• Deterioration in educational performance, loss of concentration and loss of enthusiasm and interest in school.

• Pattern of physical illnesses (headaches, stomach aches).

• Unexplained changes either in mood or behaviour; it may be particularly noticeable before returning to school after weekends or more especially after longer school holidays.

• Visible signs of anxiety or distress – stammering, withdrawing, nightmares, difficulty sleeping, crying, not eating, vomiting, bed-wetting.

• Spontaneous out-of-character comments about either pupils or teachers

• Possessions missing or damaged

• Increased requests for money, or stealing money

• Unexplained bruising or cuts or damaged clothing.

• Reluctance and/or refusal to say what is troubling her.

(see appendix 3)

Those signs do not necessarily mean that a pupil is being bullied. If repeated, or occurring in combination those signs do warrant investigation in order to establish what is affecting the pupil.

**11. Rights and Responsibilities**

In the school’s daily and routine life, the ways in which people interact with each other significantly affect each person’s sense of self-worth, belonging and well-being.

The fostering of high-quality interpersonal relationships among teachers, students, parents and ancillary staff is a responsibility shared by everyone.

All members of the school community have a role to play in the prevention of bullying

**Responsibilities of Board of Management**

The Board of Management is responsible for ensuring that all members of the school community are enabled to deal effectively with bullying. The Board is committed to providing time and resources for the implementation of the policy. The Board will ensure that proper supervisory and monitoring measures are in place to prevent bullying and to deal with incidents appropriately as they arise.

**Responsibilities of Principal and School Staff**

• To acknowledge that bullying is a shared responsibility within the school

• To draw upon Restorative Practices,(see Restorative Practices Policy) taking into account the age of the students

• To implement prevention and intervention strategies which build and maintain a safe learning environment for the whole school community

• To empower students to deal with conflict in constructive ways using Restorative Justice practices

• To take all reports of bullying seriously and to report them to the Principal if warranted

• To document any serious bullying incidents using the Bullying Incident Report Form

**Responsibilities of Pupils**

• To show consideration, respect and support towards others

• To be able to identify bullying behaviour

• To not bully others

• To tell if they are being bullied or if they see someone else being bullied

• To engage in responsible reporting when witnessing or experiencing bullying behaviour

• To feel empathy for targeted members of the school community and, as a result, take safe and sensible action as a bystander.

**Responsibilities of Parents**

• To support the school in the implementation of the policy

• To watch out for signs that their child may be being bullied

• To speak to the class teacher if their child is being bullied or they suspect that this is happening

• To instruct their children to tell if they are bullied or if they have seen other students being bullied

• To notify the school if they think that their child is displaying bullying behaviour and to work with the school in addressing this problem

• To never directly approach a student or the parent of a student at the school to intervene in behavioural issues

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**Regarding Cyber Bullying**

**.** The minimum age to open an account on Facebook, Twitter, Instagram, Pinterest, Tumblr, Kik Vine,Tinder and Snapchat is 13 years. YouTube requires account holders to be 18, but a 13-year-old can sign up with a parent's permission

**.**There are risks and dangers associated with any form of social media therefore parental supervision is vital, especially as it occurs outside of school hours

**.**Schools have safeguards in place with regard to pupil internet/website access at school, use of the internet/website outside the school is the responsibility of the parent(s)/guardian

**.**Parents acknowledge cyberbullying and undertake to avail of any information evenings organised by the school /parents association

(See Anti Cyber Bullying and mobile phone/electronic Device Policy, AUP Policy and Code of Discipline))

**12. Raising Awareness and the Prevention of Bullying Behaviour.**

St Colman’s N.S. will promote a preventative approach to bullying by implementing the following:

• Developing a whole school Anti Bullying Policy in collaboration with the whole school community of all staff (ie teachers, S.N.A.’s secretary, caretaker,) pupils, parents and Board of Management.

• All teachers will implement the schools Social Personal and health Education (SPHE) programme in full. (This includes the Stay Safe, Walk Tall and Alive-O programme).

• A copy of the school’s Anti-bullying Policy and Code of Behaviour will be given to the parents of the incoming Junior Infants class at the Open Day. Parents/guardians will be required to sign an undertaking which supports the policy. (Current parents – the revised policy will be circulated to all current parents via the school website

• A hard copy of the school’s Anti-bullying Policy and Code of Behaviour will be available to parents and others on request from the office.

• The following anti-bullying initiatives will take place in the school annually: each class will devise their classroom rules at the beginning of each year which will promote inclusion, acceptance of difference and respect for one another. Children will sign their acceptance of the Class Code.

• Bullying Awareness/Friendship Week will be run each school year to enhance the self-esteem of our pupils and to increase knowledge of what bullying is and the impact it can have on each other. Pupils will be provided with opportunities both curricular and extra-curricular in areas such as Art, Poetry, Drama and Prose to develop a positive sense of self-worth through formal and informal interactions. Anti-bullying posters will be made and displayed around the school.

**.**Kindness Week will take place during the year- acts of kindness highlighted and rewarded, kindness notice boards etc

**.**Chatterbox introduced in each class- children post notes anonymously- The class teacher goes through the notes each Friday and addresses any concerns, praises kind behaviour etc.

• Lessons which deal specifically with bullying will be undertaken in each class e.g. Prim Ed Bullying Series with an emphasis on openness and discussion in this area (Areas covered will include-What is bullying?, Forms of bullying, Cyberbullying, Why do people bully?, Bystander Bullies, Silent Witnesses, Effects of Bullying, How does a bullying make me feel?, What can we do?, Preventing Bullying, Coping with Bullying etc.)

**Weaving Wellness Programme** will be done from 2nd to 6th clas. Zippy’s Friends – 1st Class

• The whole school community will be encouraged to become a “reporting school” whereby the whole school community are encouraged to report/speak out if they are being bullied or if they witness a bullying situation

• Discussion of the underlying principles of the school’s Anti-bullying Policy and Code of Behaviour will form part of the agenda of all staff meetings.

• St. Colman’s N.S. staff re-familiarise themselves with the anti-bullying Policy every September 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 (Croke Park Hour)

• St Colman’s N.S. provides supervision and monitoring of classrooms, corridors, school grounds, school tours and extra- curricular activities. Non-teaching and ancillary staff are encouraged to be vigilant and report issues to relevant teachers. Supervision also applies to monitoring student use of communication technology within the school.

• St Colman’s N.S. has identified clear protocols with parents/guardians to approach the school if they suspect that their child is being bullied (phone call, appointment, letter )

• St Colman’s N.S has an Acceptable Use Policy which includes the necessary steps to ensure that access to technology within the school is strictly monitored as is the pupils use of mobile phones(see Mobile Phone Policy)

• St Colman’s N.S. ensures 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.
* Make a phone call to the school or to a trusted teacher in the school.
* 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.

**Implementation of curricula**

• St Colman’s N.S- full implementation of the SPHE and CSPE curricula and the RSE and Stay Safe Programmes

• St Colman’s N.S- Continuous Professional Development for staff in delivering these programmes.

• St Colman’s N.S - Delivery of Garda SPHE talks, these lessons, delivered by Community Gardai, cover issues around personal safety and cyber-bullying

• St Colman’s N.S - considers 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.

• St Colman’s N.S - The school will implement the advice in “Sexual Orientation advice for schools” (RSE Primary ).

 **Links to other policies**

Code of Behaviour, Child Protections P olicy, Supervision of Pupils, Acceptable Use policy, Attendance, Health and Safety, Restorative Practices Policy, RSE Policy, Sporting Activities.

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**13. Who will deal with accusations of bullying**

**Relevant Teachers for investigating** and dealing with bullying are-any teacher may act as a relevant teacher if the circumstances warrant it ie Principal, Deputy Principal, Class teacher, Learning Support Teacher, Resource Teacher, S.N.A., Language Teacher etc.

**14. Procedures for noting and reporting an incident of bullying behaviour.**

* Children are encouraged to report bullying behaviour, no matter how trivial it seems, as soon as possible.
* All reports of bullying, no matter how trivial, should be recorded on the Incident Sheet and investigated by the relevant teacher(s). (Folder of incident Reports kept in filing cabinet in every class/ resource room and office)
* All cases of bullying behaviour should be reported to the Principal or Deputy Principal.
* Parents/guardians of targets and bullies should be informed by the class teacher, Principal or Deputy Principal following initial investigation of the incident, so that they are given an opportunity to discuss the matter.(Should the investigating teacher/Dep Principal/Principal feel it necessary) They are then in a position to support their child before a crisis occurs.
* Parents/guardian are invited to discuss their concerns with the relevant staff member if they feel their child is being bullied. Don’t hope the problem will go away.
* Parents who suspect that their child is being bullied must report it in writing to the Principal within 6 weeks of an alleged incident. With the passage of time memories fade and details of incidents can become confused. The Principal reserves the right to exercise her discretion not to investigate a complaint if it has been made too late.
* It is important to recognise that not all negative behaviour is bullying, there needs to be investigation
* It should be made clear to all pupils that when they report incidents of bullying, they are not telling tales, but behaving responsibly.
* Ancillary staff and parents are encouraged to report any incidents of bullying they witness to a teacher or the Principal.
* Where a case relating to a pupil remains unresolved at school level, it will be referred to the school’s Board of Management.

**15. Procedures for Investigating and Dealing with Bullying.**

**(a)**

* The Teacher of the class of the child who is alleged to have engaged in bullying behaviour shall investigate the allegation (or teacher on yard) in the first instance, unless the alleged perpetrator and the target belong to different classes in which case both class teachers will investigate the complaint.
* Teachers will take a calm, unemotional problem-solving approach when dealing with incidents of bullying behaviour reported by pupils, staff or parents/guardians.
* Such incidents are best investigated outside the classroom situation to avoid public humiliation of the target or the pupil engaged in the bullying behaviour, in an attempt to get both sides of the story. (However Teachers will use their discretion to decide where most appropriate place of investigation should be)
* All interviews will 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 who are investigating bullying behaviour will keep a written record of their discussions with those involved.
* The school’s incident report forms will be used.(available in each classroom and stored in the filing cabinet) Spare Blank report forms are available from the secretary’s office. These incident report forms will be kept in a folder and filed securely in the classroom and a report on Aladdin where necessary.
* It may also be appropriate or helpful to ask those involved to write down their account of the incident.
* It is school policy to request the assistance of another staff member in such investigations if it is deemed appropriate /necessary.

**b)** When analysing incidents of bullying behaviour one should seek answers to questions of what, who, when and why. This will be done in a calm manner setting an example of dealing with conflict in a non-aggressive manner.

**c)** The Principal will speak to the investigating teacher and will review the written information provided and will hold further investigations if necessary, with the assistance of another teacher.

**d)** If a group is involved each member will be interviewed individually and then the group should be met as a whole. Each member should be asked for her/his account of what happened to ensure that everyone is clear about what everyone else has said. If it is concluded that a pupil has engaged in bullying behaviour it should be made clear to her/him that she/he is in breach of the Code of Behaviour, and try to get her/him to see the situation from the target’s point of view. Each member of the group will be helped to handle the possible pressures that often face them from the other members after interview by the teacher.

**e)** If the Principal determines that bullying behaviour has not occurred, the parties will be notified of the result of the investigation and the reasons for the decision. If the parent/guardian(s) are unhappy with that decision, they may appeal it in writing to the Board of Management within 10 school days of receiving the decision.

* In cases where it has been determined that bullying behaviour has occurred, the Principal will meet separately with the parent(s)/guardian(s) of the two parties involved as appropriate, in the presence of another teacher. The principal will outline the results of the investigation and will explain the actions being taken and the reasons for them, referring them to the school policy. The following steps will be taken:
* St. Colman’s N.S. will utilise a restorative practice approach in its initial stage of resolving the situation. All staff will be made aware of the importance of this practice.
* A verbal warning will be given to the perpetrator to stop the offending behaviour. This will be done in the presence of the perpetrator’s parent(s), the Principal and another teacher. The perpetrator will also be requested to apologise to the target in the presence of the Principal, and another teacher and to give an assurance that the offending behaviour will stop.
* With any reported incident of bullying behaviour within the school, the parent/guardian(s) will be kept appraised of developments and stages of the investigation as the situation dictates and as early as reasonably possible.
* If bullying reoccurs, a formal contract will be entered into by both parties, and the parent/guardian(s) of both parties will be informed. The contract will be monitored regularly by the Principal with the assistance of the class teacher and another member of staff to see that the situation is resolved.
* If after the above, the bullying behaviour reoccurs, a formal meeting of the perpetrator, her/his parent/guardian(s), the Principal and the Chairperson of the Board of Management will be held and a formal suspension in line with the school’s Code of Behaviour may/will occur. The Chairperson will have the authority to enact an immediate suspension or in certain circumstances may issue a final Chairperson’s warning to the perpetrator e.g. where an extended time has elapsed since the last incident. The school’s Code of Behaviour will be invoked from this point on. (see code of behaviour)

**16.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 judgment, take the following factors into account:

- Whether the bullying behavior 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)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.

**17.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. All records will be made on the incident form. All incidents must be reported to the relevant teacher
* While all reports, including anonymous 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
* 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 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 records on Aladdin and the approrpoate bullying forms which will be stored in a locked filing cabinet in the office.

 **Formal Stage 2-(From DES Procedures)**

The relevant teacher must use the recording template 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. Behaviours that must be recorded and reported immediately to the principal include cyberbullying as outlined in this policy, physical aggression in any form , extreme relational behaviour, extreme verbal abuse.( See Code of Discipline Policy).

When the recording template is used, it must be retained by the relevant teacher in question and a copy maintained by the principal in the relevant children(s) file(s), The principal and relevant teacher has access to them. They will be retained till the child is 21 years +3

**18. Established intervention strategies**

* Teacher interviews with all pupils
* Negotiating agreements between pupils and following these up by monitoring progress. This can be on an informal basis or implemented through a more structured mediation process
* Working with parent(s)/guardian(s)s to support school interventions
* No Blame Approach
* Circle Time
* Restorative conferencing

**19. The school’s programme of support for working with pupils affected by bullying is as follows**

* All in-school supports and opportunities will be provided for the pupils affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience e.g.

 - Pastoral care system

 - Group work such as circle time

 - Advice from the School NEPS psychologist

* If pupils require counselling or further supports the school will endeavour to liaise with the appropriate agencies to organise same (advice and support from the school NEPS psychologist). This may be for the pupil affected by bullying or involved in the bullying behaviour.
* Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.

**20. 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 St.Colman’s N.S. operates a supervision system (see Supervision Policy.) . St.Colman’s N.S. operates an Acceptable Use Policy and regularly monitors students Internet usage. St. Colman’s N.S. also uses NCSE Internet Block-Level 4, blocking all social network sites. The staff are aware that bullying can take place in a variety of places and ways and therefore are vigilant at all times, in particular in the school yard, while children are waiting in their lines and at home time.

**21. Adult bullying of Children.**

All complaints against a teacher are handled under the agreed INTO/CPSMA Complaints Procedure. A copy of this procedure is available on the school website. A hard copy may be obtained from the school Office at any time.

**22. 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.

**23**. This policy has been made available to school personnel, published on the school website (or where none exists, is otherwise readily accessible to parents and pupils on request) and provided to the Parents’ Association . A copy of this policy will be made available to the Department and the patron if requested.

**24. Success Criteria.**

The success of this policy will be measured against its success in preventing bullying behaviour in the school. Feedback from pupils, parents/guardians and staff will inform this decision

**25.** 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: Fiona Murray Date--November 2014

Chairperson of Board of Management)

Signed:Kay Joyce Date—November 2014 (Principal)

Reviewed by staff, parents and Board of Management –October 2015

Reviewed by staff, parents and Board of Management - October 2017

Reviewed by staff, parents and Board of Management – September 2019

Reviewed by staff, parents and Board of Management - September 2021

Signed: Fr. Martin Carley

 Fr. Martin Carley

Next review date – September 2023