Anti-Bullying Policy – CBS Primary, Wexford

Updated October 2023

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 CBS Primary, Wexford, 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: Definition of bullying and bullying behaviour.

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 and is deliberate.

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.

See appendix 1 for a comprehensive (although not exhaustive) list of bullying behaviours

4. All teaching staff at CBS Primary, Wexford. are deemed relevant teachers regarding the investigating of a bullying matter. Teachers will communicate and work as a team to resolve issues regarding bullying behaviour.

5. The education and prevention strategies (including strategies specifically aimed at cyberbullying and identity-based bullying including in particular, homophobic and transphobic bullying) that will be used by CBS Primary wexford area as follows:

- In order to ultimately prevent bullying behaviour, the Principal of CBS Primary, Wexford, will offer annual Anti-bullying talks to parents as a meeting early in term 1.
- Similarly, students will receive a lesson/lessons regarding Anti-bullying. Our aim is to educate our children, to teach them to respect diversity and therefore eliminate some of the factors which contribute to bullying behaviour. The education and prevention strategies that will be used by the school are listed in appendix 2
- Outside companies who specialise in anti-bullying, anti-cyberbullying and identity based bullying will be employed by the school as needed and usually on an annual basis. These companies may offer talks and education to staff, parents and pupils as required.

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 listed in Appendix 4. The ultimate aim will be to resolve the issue at the earliest opportunity. The school will take the approach of educating and explaining bullying behaviour, of teaching the children resilience and instilling confidence in bystanders to assert themselves where and when necessary. **Appendix 4** contains a comprehensive list as prescribed by the Dept. of Education as to procedures for investigating and dealing with bullying.

Procedures for recording bullying behaviour

6.1 CBS Primary, Wexford has clear procedures for the formal noting and reporting of bullying behaviour and these are documented in the school's anti-bullying policy. All records must be maintained in accordance with relevant data protection legislation. The school's procedures for noting and reporting bullying behaviour shall adhere to the following:

(i)   While all reports, including anonymous reports of bullying shall be investigated and dealt with by the relevant teacher, the relevant teacher will use his/her professional judgement in relation to the records to be kept of these reports, the actions taken and any discussions with those involved regarding same;

(ii)   If it is established by the relevant teacher that bullying has occurred, the relevant teacher will 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.

(iii)   The relevant teacher must use the recording template at **Appendix 3** 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.

   b) in cases of violent incidents; in cases of a hurtful or offensive public message.

In each of the circumstances at (a) and (b) above, the recording template at **Appendix 3** must be completed in full and retained by the teacher in question and a copy provided to the Principal or Deputy Principal as applicable. It should also be noted that the timeline for recording bullying behaviour in the recording template at **Appendix 3** does not in any way preclude the relevant teacher from consulting the Principal or Deputy Principal at an earlier stage in relation to a case. It should be noted that the staff of CBS Primary, Wexford, have adopted a template for the initial reporting of bullying incidents. Alleged bullying reports may be recorded on the adopted template, at the discretion of the relevant teacher and investigated thereafter. Findings of the relevant teacher will be recorded on the template also. These alleged reports will be stored in a secure file separate to the child's personal school file. The rational here is to ensure issues do not arise in the longer term.

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

   - Restorative Practices – using a restorative approach to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.
   - Self-esteem building activiti es
   - Conferences with class teacher / principal as appropriate
   - Time out in other classrooms if required by pupil.
   - Small group work to assist in building social skills.
   - Buddy work to assist in self-esteem, self-confidence and social skills.
   - Assisting younger classes – confidence and esteem building.
   - Referral to NEPS.
   - Referral to external agencies such as School Completion Programme, NEPS, HSE, CAMHS, NEWB etc.

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 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.

10. This policy was adopted by the Board of Management on _Oct 19th 2023_

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 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.

Signed: _L Curran_   Signed: _Vicky Barron_

(Chairperson of Board of Management)   (Principal)

Date: _19/10/2023_   Date: _19/10/2023_

Date of next review: _Sept. 2025_

Appendix 1: Examples of bullying behaviours

General behaviours which apply to all types of bullying	- Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc. - Physical aggression - Damage to property - Name calling - Slagging - The production, display or circulation of written words, pictures or other materials aimed at intimidating another person - Offensive graffiti - Extortion - Intimidation - Insulting or offensive gestures - The "look" - Invasion of personal space - A combination of any of the types listed.
Cyber	**Denigration**: Spreading rumors, lies or gossip to hurt a person's reputation **Harassment**: Continually sending vicious, mean or disturbing messages to an individual **Impersonation**: Posting offensive or aggressive messages under another person's name **Flaming**: Using inflammatory or vulgar words to provoke an online fight **Trickery**: Fooling someone into sharing personal information which you then post online **Outing**: Posting or sharing confidential or compromising information or images **Exclusion**: Purposefully excluding someone from an online group **Cyber stalking**: Ongoing harassment and denigration that causes a person considerable fear for his/her safety - Silent telephone/mobile phone call - Abusive telephone/mobile phone calls - Abusive text messages - Abusive email - Abusive communication on social networks e.g. Facebook/Ask.fm/ Twitter/You Tube or on games consoles - Abusive website comments/Blogs/Pictures - Abusive posts on any form of communication technology

Identity Based Behaviours
Including any of the nine discriminatory grounds mentioned in Equality Legislation (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).

Homophobic and Transgender	- Spreading rumours about a person's sexual orientation - Taunting a person of a different sexual orientation - Name calling e.g. Gay, queer, lesbian...used in a derogatory manner - Physical intimidation or attacks - Threats
Race, nationality, ethnic background and membership of the Traveller community	- Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background - Exclusion on the basis of any of the above
Relational	This involves manipulating relationships as a means of bullying. Behaviours include: - Malicious gossip - Isolation & exclusion - Ignoring - Excluding from the group - Taking someone's friends away "Bitching" - Spreading rumours - Breaking confidence - Talking loud enough so that the victim can hear - The "look" - Use or terminology such as 'nerd' in a derogatory way
Sexual	- Unwelcome or inappropriate sexual comments or touching - Harassment
Special Educational Needs, Disability	- Name calling - Taunting others because of their disability or learning needs - Taking advantage of some pupils' vulnerabilities and limited capacity to recognise and defend themselves against bullying - Taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and social cues. - Mimicking a person's disability - Setting others up for ridicule

Appendix 2: Strategies and Programmes to prevent bullying behaviour

- Stay Safe Programme
- Restorative Practices – using a restorative approach to investigate and resolve the issues and restore, as far as is practicable, the relationships of the parties involved.
- The practices and principles of Incredible Years.
- Walk Tall Programme
- Weaving Wellbeing
- Webwise.ie Internet Safety Programme
- Anti-bullying workshops
- Guest Speakers
- Engaging with School Completion to avail of programmes where available
- Policies within the school such as the Code of Behaviour and Anti-Bullying Policy.
- 1999 Revised Primary Schools Curriculum, particularly the S.P.H.E. and R.E. curricula.
- Supervision and monitoring of classrooms, corridors, school grounds, school tours and extra- curricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers. Supervision will also apply to monitoring student use of communication technology within the school.
- A school-wide approach to the fostering of respect for all members of the school community.
- The promotion of the value of diversity to address issues of prejudice and stereotyping, and highlight the unacceptability of bullying behaviour.
- The fostering and enhancing of the self-esteem of all our pupils through both curricular and extracurricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.
- Encourage a culture of telling, with particular emphasis on the importance of bystanders. In that way pupils will gain confidence in 'telling'. This confidence factor is of vital importance. It should be made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly.

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

6. Type of Bullying Behaviour (tick the relevant box(es))*

Physical Aggression		Cyber-bullying	
Damage to Property		Intimidation	
Isolation / Exclusion		Malicious Gossip	
Name Calling		Other (specify)	

7. Where the 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

9. Details of actions taken

Signed: _____ (Relevant Teacher)   Date: _____

Date submitted to Principal / Deputy Principal: _____

Appendix 4: Procedures for investigating and dealing with bullying

All reports will be recorded on the template at appendix 5. If, after investigation, an incident of bullying is found to have occurred, then the template at appendix 3 will be used.

The school's procedures will be consistent with the following:

(i)   The primary aim for the relevant teacher in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame);

(ii)   In investigating and dealing with bullying, the teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved;

(iii)   All reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher. In that way pupils will gain confidence in 'telling'. This confidence factor is of vital importance. It should be made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly;

(iv)   Non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners must be encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher;

(v)   Parents and pupils are required to cooperate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible;

(vi)   It is very important that all involved (including each set of pupils and parents) understand the above approach from the outset;

(vii)   Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents;

(viii) Incidents are generally best investigated outside the classroom situation to ensure the privacy of all involved;

(ix)   All interviews should 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;

(x)   When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner;

(xi)   If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member should be

asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements;

(xii) Each member of a group should be supported through the possible pressures that they may face them from the other members of the group after interview by the teacher;

(xiii) It may also be appropriate or helpful to ask those involved to write down their account of the incident(s);

(xiv) In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, 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 should give parents an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports for their pupils;

(xv) Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to him/her how he/she is in breach of the school's anti-bullying policy and efforts should be made to try to get him/her to see the situation from the perspective of the pupil being bullied;

(xvi) 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;

(xvii) 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. This can have a therapeutic effect;

(xviii) 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** (See Section 6.8.10 (iii));

(xix) 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:

o   Whether the bullying behaviour has ceased;

o   Whether any issues between the parties have been resolved as far as is practicable;

o   Whether the relationships between the parties have been restored as far as is practicable; and

o   Any feedback received from the parties involved, their parents or the school Principal or Deputy Principal;

(xx)   Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents must be referred, as appropriate, to the school's complaints procedures;

(xxi)   In the event that a parent has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parents of their right to make a complaint to the Ombudsman for Children.

Appendix 5a: CBS Primary, Wexford

Template for the recording of, and initial investigation of, alleged bullying behaviour

1: Who is believed to be experiencing unwanted, negative behaviour

Name _____ Class _____

1.A. Is this the first instance of such behaviour towards this child? Y/N

2: Who is believed to be involved in this bullying behaviour?

3. Who reported the concern?

Pupil concerned	
Other pupil	
Parent	
Teacher	
Other	

4. Where is it alleged that bullying is happening?

Playground	
Classroom	
Corridor	
Toilets	
School Bus	
Other	

5. Please include name of person who made this report:

6. What sort of behaviour is going on?

Physical Aggression		Cyber-bullying	
Damage to Property		Intimidation	
Isolation / Exclusion		Malicious Gossip	
Name Calling		Other (specify)	

7. Please describe the alleged behaviour in more detail. Please also describe the impact of the behaviour.

Signed: _____

Person making then report/relevant teacher on behalf of child making the report

Date: _____

Appendix 5b: CBS Primary, Wexford
Template for the recording of, and initial investigation of, alleged bullying behaviour

8: Findings of relevant teacher and actions to be taken:

Template at Appendix 3 required? Y/N

Signed: _____ (Relevant Teacher)   Date: _____

Date submitted to Principal / Deputy Principal: _____