

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 Scoil Eoghain 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. 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
- △ 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 teacher(s) for investigating and dealing with bullying is (are) as follows: (see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):
 - △ Classroom Teacher
 - △ Principal
 - △ Deputy Principal
5. The education and prevention strategies (including strategies specifically aimed at cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying) that will be used by the school are as follows (see

Section 6.5 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

- ⤴ Full implementation of SPHE,RSE, Stay Safe, Walk Tall programmes and RE
- ⤴ Along with these all teachers will avail of the Primed health series 1-7 resources
- ⤴ Delivery of lessons on Cyber-Bullying, 'webwise and 'preventing cyber-bullying ' from Stay Safe in Cyberspace
- ⤴ Anti-Bullying week / revisiting
- ⤴ notification to incoming children/parents on the issue of Bullying and make them aware of the policy document

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 (see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*) :

Schools procedure for investigation, follow up etc. guided by the Code of behaviour and Discipline

- ⤴ Speak to both parties
- ⤴ reason/resolve issue
- ⤴ keep an informal record. Parents contacted at this stage
- ⤴ teacher will follow up progress with victim, bully and any witnesses
- ⤴ if the incident has not been resolved within 20 days the relevant teacher must record the behaviour on the incident template
- ⤴ at this stage the principal will be informed and parents contacted again
- ⤴ classroom support plan will be put into place to address the issue involving the child engaged in bullying
- ⤴ if this fails – see code of behaviour and discipline
- ⤴ may result in BOM being informed

7. The school's programme of support for working with pupils affected by bullying is as follows (see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*) :

- ⤴ RSE, SPHE AND RE
- ⤴ circle time
- ⤴ extreme cases - NEPS

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 _____
[date].

11. 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 (where one exists). 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 (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: _____ Signed:

(Chairperson of Board of Management) (Principal)

Date: _____ Date: _____

Date of next review: _____ 42

Appendix 2 Practical tips for building a positive school culture and climate

The following are some practical tips for immediate actions that can be taken to help build a positive school culture and climate and to help prevent and tackle bullying behaviour.

Model respectful behaviour to all members of the school community at all times.

Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.

Display key respect messages in classrooms, in assembly areas and around the school. Involve pupils in the development of these messages.

Catch them being good - notice and acknowledge desired respectful behaviour by providing positive attention.

Consistently tackle the use of discriminatory and derogatory language in the school – this includes homophobic and racist language and language that is belittling of pupils with a disability or SEN.

Give constructive feedback to pupils when respectful behaviour and respectful language are absent.

Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.

Explicitly teach pupils about the appropriate use of social media.

Positively encourage pupils to comply with the school rules on mobile phone and internet use.

Follow up and follow through with pupils who ignore the rules.

Actively involve parents and/or the Parents' Association in awareness raising campaigns around social media.

Actively promote the right of every member of the school community to be safe and secure in school.

Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas.

All staff can actively watch out for signs of bullying behaviour.

Ensure there is adequate playground/school yard/outdoor supervision.

School staff can get pupils to help them to identify bullying “hot spots” and “hot times” for bullying in the school.

- Hot spots tend to be in the playground/school yard/outdoor areas, changing rooms, corridors and other areas of unstructured supervision.

- Hot times again tend to be times where there is less structured supervision such as when pupils are in the playground/school yard or moving classrooms.

Support the establishment and work of student councils.

SCOIL EOGHAIN SCHOOL IMPROVEMENT PLAN

<p>Summary of main strengths as identified in SSE 2012-2013</p>	<ul style="list-style-type: none">• Analysis of Scoil Eoghain's standardised English reading tests over the last three years shows that we have been making progress e.g. In 2009 19.1% of school distribution were at or below the 16th percentile. In 2012 results indicated this has been reduced to 17.3%. normal distribution is 16%• In 2009 9.6% of school distribution was at or above the 85th percentile. In 2012 the results showed this has been increased to 12%. Normal distribution is 16%• Standardised test results in spelling indicate that 16.1% of school distribution is at or below the 16th percentile in spellings. Normal distribution is 16%• 80% of parents who returned the survey agreed or strongly agreed that their child likes reading• The benefits of jolly phonics are clearly being seen in the junior classes. Its influence should help drive understanding of spelling and pronunciation as the children go through the years.• The oxford reading tree programme is being utilised

	<p>by all teachers. The library is well resourced with a variety of books to accommodate all reading levels and a culture of using a dictionary should help in our push to improve spelling and literacy standards</p> <ul style="list-style-type: none">• Teachers feel that current and contemporary teaching methodologies in literacy are proving effective .e.g. Station teaching, team teaching etc. <p>:</p>

