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Roll No: 167270

Principal: William Greene

Deputy Principal: Colette Slattery

C.B.S Primary School Nenagh Anti-Bullying Policy

School Position on Bullying

C.B.S Primary School Nenagh believes that each pupil has a right to an education free from fear and intimidation.

The school regards bullying as a serious infringement of individual rights and a serious threat to the self-esteem and self-confidence of targeted pupil(s). Therefore it does not tolerate bullying of any kind.

Every report of bullying is treated seriously and dealt with, having due regard for the well-being of the targeted pupil(s) and the perpetrator(s).

An 'Anti-Bullying Team,' made up of staff members, exists to cultivate an environment free from bullying.

The immediate priority, should a bullying incident occur, is ending the bullying, (*thereby protecting the person(s) being targeted*) and resolving the issues and restoring the relationships involved insofar as is practicable using a 'Reform, not Blame' approach.

All pupils are expected to contribute to the creation and maintenance a safe environment in the school. On becoming aware of any bullying situation, in or outside the school, involving members of the school community they should notify a trusted responsible adult. Bullying behaviour is too serious not to report.

Pupils' participation in school life in general is encouraged through existing school structures. Awareness of bullying, and willingness to take action to prevent or stop it, is part of this participation.

Anti-Bullying Policy

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 C.B.S Primary School Nenagh 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;
 - 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



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- 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 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.

This definition includes a wide range of behaviour, whether verbal or written, whether physical or social, whether targeting person or property, whether carried out directly or indirectly or through any electronic or other medium, which could harm a pupil or undermine her/his self-esteem or self-confidence.

Appendix 1 gives a list of specific examples of bullying behaviour. This list is not exhaustive.

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 in this school are as follows:
Each Class teacher can deal with reported issues from within their class, the Deputy Principal and the Principal. Termly class surveys will be carried out by our 'Anti-bullying Team' which is made up of teachers from our Special Education team.
5. The education and prevention strategies (including strategies specifically aimed at cyber-bullying and identity based bullying) used by the school are as follows:
- The anti-bullying module of the SPHE programme as it applies during each school year,
 - At least five awareness-raising exercises per school year for each class group pro-actively explaining the nature and variety, causes, consequences and unacceptability of bullying. – *See Anti-Bullying Schedule*
 - Pupils are helped to examine the issue of bullying in a calm rational way, outside of the tense context of particular bullying incidents. In the process they are made more aware of the nature of bullying and the various forms that it can take.
 - Pupils are made aware that the consequences of bullying behaviour are always bad for those who are targeted, even if this is not always obvious at the time.
 - Pupils are encouraged to recognise, reject and report bullying behaviour, either spontaneously or through questionnaires that are regularly used in the school.



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Through continuous training and provision of information, the school staff and parents/guardians are made aware of the nature of bullying and the signs that might indicate that a pupil is being bullied. They are encouraged to be vigilant in watching out for signs of bullying and to report any suspicion of bullying they may have to the 'Relevant Teacher' (in the case of staff members) or any staff member (in the case of parents/guardians).

Through regular reports, letters home or through our website, as well as at meetings with parent/guardian groups, parents/guardians are regularly informed of the activities of the school 'Anti-Bullying Team' and encouraged to support its work.

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:

- The 'Relevant Teacher' investigates all instances of reported or suspected bullying behaviour, with a view to establishing the facts and bringing any such behaviour to an end.
- The School, through the 'Relevant Teacher' reserves the right to ask any pupil to write an account of what happened, as part of an investigation. This will be a standard procedure and does not necessarily imply that a pupil is guilty of misbehaviour.
- Pupils who are alleged to have been involved in bullying behaviour are interviewed by the 'Relevant Teacher' to establish the nature and extent of the behaviour and any reasons for it. In the event that they have been involved in bullying behaviour they are asked to put their name to a promise that they will treat all pupils fairly, equally and respectfully including the targeted pupil(s).
- The 'Relevant Teacher' does not apportion blame but rather treats bullying behaviour as a 'mistake' that can and must be remedied. S/he emphasises that the intention is not to punish perpetrators but to talk to them, to explain how harmful and hurtful bullying is and to seek a promise that it will stop. If that promise is forthcoming and is honoured there will be no penalty and that will be the end of the matter. Pupils who report bullying therefore are not getting others 'in trouble' so much as enabling them to get out of trouble into which they may ultimately get if the bullying continued.
- When an investigation is completed and/or a bullying situation is resolved the 'Relevant Teacher' will complete a report, to include the findings of the investigation, the strategy adopted and the outcome of the intervention, as well as any other relevant information. The report should be completed using the Bullying Record template – See Appendix 2
- If a pupil has signed such a promise but then chooses to break that promise and continue the bullying behaviour, this can then no longer be considered a 'mistake.' In this event parent(s)/guardian(s) will be informed and requested to countersign their child's promise. Breach of this additional promise by further bullying behaviour is regarded as a very grave matter and a serious sanction may be imposed by the school authorities (See sanctions below).
- All documentation regarding bullying incidents and their resolution is retained securely in the school.
- Sanctions:

Where a pupil has been found to be engaged in bullying behaviour, has formally promised to stop and has broken that promise, any of the following sanctions may be imposed:

- He/she may be required to sign another promise, this time countersigned by a parent/guardian;
- Parent(s)/guardian(s) may be contacted by the 'Relevant Teacher' and informed of the nature and extent of the bullying behaviour with a view to agreeing a strategy whereby a promise to end the bullying behaviour would be honoured;
- Parent(s)/guardian(s) may be invited to a meeting with the 'Relevant Teacher' and the Principal and the pupil may be suspended from school.
- The case may be referred to the Board of Management and the pupil may be expelled from the school.



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- The relevant teacher must keep appropriate written records – See Appendix 2 which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.
 - All records will be stored securely
7. The school's programme of support for working with pupils affected by bullying is as follows:
- Bullied pupils:
 - Ending the bullying behaviour,
 - Changing the school culture to foster more respect for bullied pupils and all pupils,
 - Changing the school culture to foster greater empathy towards and support for bullied pupils,
 - Indicating clearly that the bullying is not the fault of the targeted pupil through the awareness-raising programme,
 - Indicating clearly that the bullying is not the fault of the targeted pupil through the speedy identification of those responsible and speedy resolution of bullying situations,
 - After resolution, enabling bullied pupils to complete a victim-impact statement,
 - Helping bullied pupils raise their self-esteem by encouraging them to become involved in activities that help develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school).
 - Bullying pupils:
 - Making it clear that bullying pupils who reform are not blamed or punished and get a 'clean sheet,'
 - Making it clear that bullying pupils who reform are doing the right and honourable thing and giving them praise for this,
 - Making adequate counselling facilities available to help those who need it learn other ways of meeting their needs besides violating the rights of others,
 - Helping those who need to raise their self-esteem by encouraging them to become involved in activities that develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school),
 - Using learning strategies throughout the school and the curriculum to help enhance pupils' feelings of self-worth,
 - In dealing with negative behaviour in general, encouraging teachers and parents to focus on, challenge and correct the behaviour while supporting the child,
 - In dealing with bullying behaviour seeking resolution and offering a fresh start with a 'clean sheet' and no blame in return for keeping a promise to reform.
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. The Board of Management confirms that the school will, in accordance with its obligations under equality legislation, take all such steps as 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 October 3rd, 2018 and reviewed annually as per the schedule below.



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11. This policy has been made available to school personnel, published on the school website *and 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 of Education and Skills and to 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 *be otherwise readily accessible to parents and pupils on request* and provided to the Parents' Association. A record of the review and its outcome will be made available to the Department of Education and Skills and to the patron if requested.

Revision History

Reviewed by Board of Management on 16/12/2019
Reviewed by Board of Management on 14/12/2020
Reviewed by Board of Management on 15/12/2021
Reviewed by Board of Management on 12/12/2022

Signed: 
(Chairperson of Board of Management)

Signed: 
(Principal)

Date: 12/12/2022

Date: 12/12/2022



Appendix 1.

Bullying can take a number of forms. These may include any of the following (this list is not exhaustive):

- **Repeated aggressive behaviour/attitude/body language, for example:**
 - Shouting and uncontrolled anger
 - Personal insults
 - Verbal abuse
 - Offensive language directed at an individual,
 - Continually shouting or dismissing others
 - Public verbal attacks/criticism
 - Domineering behaviour
 - Open aggression
 - Offensive gestures and unwanted physical contact
- **Intimidation, either physical, psychological or emotional, for example:**
 - Treating in a dictatorial manner
 - Ridicule
 - Persistent slagging
 - Deliberate staring with the intent to discomfort
 - Persistent rudeness in behaviour and attitude toward a particular individual
 - Asking inappropriate questions/making inappropriate comments re. personal life/family
 - Asking inappropriate questions/making inappropriate comments re. social life or schoolwork
- **Interference with property, for example:**
 - Stealing/damaging books or equipment
 - Stealing/damaging clothing or other property
 - Demanding money with menaces
 - Persistently moving, hiding or interfering with property
 - Marking/defacing property
- **Undermining/Public or Private Humiliation, for example:**
 - Condescending tone
 - Deliberately withholding significant information and resources
 - Writing of anonymous notes
 - Malicious, disparaging or demeaning comments
 - Malicious tricks/derogatory joke,
 - Knowingly spreading rumours
 - Belittling others' efforts, their enthusiasm or their new idea,
 - Derogatory or offensive nicknames (name-calling)
 - Using electronic or other media for any of the above (cyber bullying,
 - Disrespectfully mimicking a particular individual in his/her absence
 - Deliberately refusing to address issues focusing instead on the person
- **Ostracising or isolating, for example:**
 - Deliberately marginalizing an individual
 - Deliberately preventing a person from joining a group



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Deliberately preventing from joining in an activity, schoolwork-related or recreational

Things that may indicate bullying:

- Anxiety about travelling to and from school, unwillingness to go to school, refusal to attend, mitching.
- Deterioration in motivation, concentration, workrate, educational performance or all of these.
- Changes in mood - loss of confidence, growing shyness, withdrawal.
- Unexplained changes in behaviour - stammering, displays of anger, aggressive behaviour (towards siblings?), out of character comments.
- Pattern of physical illnesses, stomach/bowel disorders, loss of appetite, vomiting, loss of sleep, nightmares (possibly reported by parents).
- Possessions missing or damaged, requests for (lunch) money.
- Unexplained bruising, cuts or other injury or damaged clothing.
- Reluctance/refusal to say what is troubling her/him.



Appendix 2 – 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

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

Pupil concerned	
Other Pupil	
Parent	
Teacher	
Other	

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

Playground	
Classroom	
Corridor	
Toilets	
School Bus	
Other	

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

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

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

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

Homophobic	Disability/SEN related	Racist	Membership of Travelling Community	Other (specify)

8. Brief Description of bullying behaviour and its impact:

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9. Details of actions taken

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Signed: _____ (Relevant Teacher) Date: _____

Date submitted to Principal/Deputy Principal _____



C.B.S Primary School Nenagh Anti-Bullying Campaign

PROTECT YOURSELF FROM CYBERBULLYING BY COMPUTER

1. Be careful, be respectful, the Internet is forever:

- (a) Always protect your Name, Identity and Reputation
- (b) Always be respectful to others when posting material online.
- (c) The Internet is a useful invention but it can be abused if people use it to bully others (cyberbullying).
- (d) Cyberbullying can be stopped.

2. Do not respond to cyberbullying but keep the evidence:

- (a) Never reply to online bullying or harassment.
- (b) Put yourself in control. Keep the evidence in case you need it. **Then . . .**

3. Avoid cyberbullying on a social networking site,

When you first sign up to a social networking site protect yourself by adjusting your Privacy Settings. **Only allow people you trust to view your profile and posts.**

If you are having a problem with unwelcome or bullying comments or other material click on the "Report/Block User" link below information posted on the site e.g. a picture.

All social networking sites should also have privacy and safety settings. Social networking sites that do not have them should be avoided.

4. Email:

Do not respond to unwelcome or bullying emails. Save and print them as evidence and if the bullying continues you can take them to the Gardaí (Police).



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C.B.S Primary School Nenagh Anti-Bullying Campaign

PROTECT YOURSELF FROM CYBERBULLYING BY MOBILE PHONE

Useful tips to help prevent cyberbullying by mobile phone:

- Always use a password/PIN to open your phone for use and tell nobody the password/PIN except your parents or guardians.
- Keep your phone number secret from anyone who cannot be totally trusted.
- Never pass someone's phone number on to a third party.
- Do not send pictures of yourself or others or personal messages by phone to anyone who cannot be totally trusted not to pass them on to someone else, someone who may be friendly with them but not with you.

If someone gets your phone number and starts making unwelcome calls or sending unwelcome messages or pictures to you, no matter how annoyed or upset you are do not reply, do not delete the pictures or messages and do not remove a record of the calls from your phone's log. Instead, tell a parent, a teacher or other adult you trust and BLOCK THE NUMBER OF THE SENDER

To block a phone number that is used to send you unwanted phone calls, whether anonymous or not:

- (a) Keep a record of the times and dates of the calls (do not delete them from your phone's "call log"), whether you recognise the phone number or not.
- (b) If your phone is off or on silent and any audio message is left do not delete this message either.
- (c) Contact the Gardaí (Police) and give them the details of times and dates of calls and any audio messages left.
- (d) They can then contact the service provider and have the number blocked as well as, if necessary, dealing with the sender.



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Appendix 4 Checklist for annual review of the Anti-Bullying policy and its implementation

The Board of Management (the Board) must undertake an annual review of the school's Anti-Bullying policy and its implementation. The following checklist must be used for this purpose. The checklist is an aid to conducting this review and is not intended as an exhaustive list. In order to complete the checklist, an examination and review involving both quantitative and qualitative analysis, as appropriate across the various elements of the implementation of the school's anti-bullying policy will be required.

	Yes /No
Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the <i>Anti-Bullying Procedures for Primary and Post-Primary Schools</i> ?	Yes
Has the Board published the policy on the school website and provided a copy to the parents' association?	Yes
Has the Board ensured that the policy has been made available to school staff (including new staff)?	Yes
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?	Yes
Has the Board ensured that the policy has been adequately communicated to all pupils?	Yes
Has the policy documented the prevention and education strategies that the school applies?	Yes
Have all of the prevention and education strategies been implemented?	Yes
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	Yes
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	Yes
Has the Board received and minuted the periodic summary reports of the Principal?	Yes
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?	Yes
Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	No
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	No
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	No
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?	Yes
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	Online bullying
Has the Board put in place an action plan to address any areas for improvement?	Yes – bring in external expert on online safety

Signed 
Chairperson, Board of Management

Date 12/12/2022

Signed: 
Principal

Date 12/12/2022



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Notification regarding the Board of Management's annual review of the Anti-Bullying policy

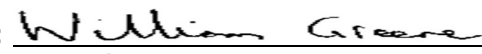
To: Staff, Parents and Pupils of CBS Primary School Nenagh

The Board of Management of CBS Primary School wishes to inform you that:

- The Board of Management's annual review of the school's anti-bullying policy and its implementation was completed at the Board meeting of 12/12/2022
- This review was conducted in accordance with the checklist set out in **Appendix 4** of the Department's *Anti-Bullying Procedures for Primary and Post-Primary Schools*.


Signed 
Chairperson, Board of Management

Date 12/12/2022

Signed: 
Principal

Date 12/12/2022

Anti-Bullying Schedule CBS Primary School Nenagh

	2 nd Class	3 rd Class	4 th Class	5 th Class	6 th Class
September	'Yes - That's Bullying' - Video	'Types of Bullying' - Worksheet	'Yes - That's Bullying' - Video	"Webisodes" from stopbullying.gov. - Videos & Worksheet	'Anti-bullying PSA: The Price of Silence'
October		'Types of Bullying' - Worksheet Exercise	'Recognising Bullying' - Worksheet Exercise	'Snakes and Ladders' - Board Game	'The Power of One - School Video Sample'
		Whole School Survey			
November	'Stand Up ~ Bullying Commercial' - Video & Worksheet	'Stand Up ~ Bullying Commercial' - Video & Worksheet	'Strength in Numbers' - Video & Worksheet	'Bully - Amazing short animation film'	'How to UnMake a Bully' - Volume 1
December	'Snakes and Ladders' - Board Game	'Rudolph the Red-Nosed Reindeer'	'Words Hurt - Don't Be A Part Of It' - Video & Worksheet	'Supporting Difference'	'How to UnMake a Bully' - Volume 2
Term 2	Stay Safe Programme (all classes) Topic 2: Friendship and Bullying				
Pre - Easter	Whole School Survey				
Term 3	Annual Poster / Slogan Competition				
	Internet Safety HTML Heroes www.webwise.ie			Internet Safety MySelfie and the Wider World www.webwise.ie	