

Anti-Bullying Policy

Version: 0.2

Issue Date: 05/04/2022

Version Control

Version	Status	Editor	Amendment	Date
0.2	Draft	Áine McQuaid	Overview	5/4/2022

Document Ratification

Function	Title	Version	Date
Board of Management	Chairperson	0.1	XX/XX/XXXX

Contents

1. Overview.....	4
1.1 Clarification of Key Terms used in this document.....	5
2. Purpose.....	5
3. Scope	5
4. Policy.....	6
4.1 Relevant Teachers	6
4.2 Prevention of bullying	7
4.3 Procedure of investigation and resolution	8
4.4 Repair and Support	10
5. Supervision and Monitoring of Pupils	11
6. Prevention of Harassment.....	11
7. Accessibility of this Policy.....	11
8. Review of Policy.....	12
Checklist for annual review of the anti-bullying policy and its implementation.....	15

1. Overview

At Ashbourne CNS we are committed to our core values of courage, creativity, collaboration and care. Our school celebrates diversity of belief, language and cultural traditions and we all learn to respect, trust and encourage each other every day. We listen to each other and negotiate our differences. This makes it easy for us accept, respect and include every person for who they are.

'Learning is the Heart of our Community' and we are dedicated to the holistic development of every child. Our practice is informed by Glasser's Caring Habits, Growth Mindset and a Restorative approach. By focusing on inter and intrapersonal skills we seek to enhance relationships in our community and with the community. This holistic approach acknowledges that 'learning takes place in a relationship' and seeks to help children develop the resilience, self-esteem and relationships needed to overcome the many challenges on the road to adulthood.

We combine socio-cultural building blocks with high-quality approaches to teaching and learning in order to develop each child's academic, social, moral, emotional, spiritual and creative capabilities. Thus, enabling them to reach their full potential and play an active part in the local community and wider civic society.

Education is a partnership, and at Ashbourne CNS experienced teaching professionals, students and parents work together with members of the wider community in a welcoming educational environment which is safe, happy, stimulating, inclusive and reflective of the diverse modern society in which we live.

At Ashbourne CNS we seek to provide a safe physical, psychological and social environment that reinforces a sense of belonging to the school community and wider society. We strive to enable every student to realise their full potential regardless of any aspect of their identity, background or ability. We promote a fully inclusive education that recognises the plurality of identities, beliefs and values held by students, parents and staff. We seek to prepare open-minded, culturally sensitive and responsible citizens with a strong sense of social justice.

1.1 Clarification of Key Terms used in this document

LMETB: Louth Meath Education and Training Board

CNS: Community National School

ISM: In-School Management

2. Purpose

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 Ashbourne Community 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.

3. Scope

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
 - Key role of principal and teachers in creating a positive atmosphere, modelling behaviour, influencing attitudes and setting standards in dealing with bullying behaviours.
- A school-wide approach

- A high degree of school wide vigilance and openness and the promotion of home-school community links
- 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 addresses the issues of cyber-bullying and identity-based bullying including homophobic and transphobic bullying through 'Proactive Circles' (please see behaviour policy 7.2.2)
- Effective supervision and monitoring of pupils
 - Restorative practice approaches
- Supports for staff through CPD opportunities
 - Wellbeing Framework training
 - FUSE antibullying training
 - Zippy Friends training (Priomhoide Jenny)
 - Friends For Life training (Muinteor Muireann & Rebecca)
 - Restorative Practice training
- 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.

4. Policy

4.1 Relevant Teachers

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):

Principal Jenny Byrne and Deputy Principal Séamus McCarty works collaboratively with relevant class teacher and SET if required. These staff members work together to investigate the claim of bullying behaviour and to resolve any issue found.

4.2 Prevention of bullying

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). For further definitions on specific types of bullying please see Action Plan On Bullying – 2013 on www.gov.ie.

Ashbourne CNS will implement the following strategies to embed and promote a culture of respect, trust, honesty, and positive behaviours. The implementation of these strategies will help in the prevention of bullying behaviours.

- We engage in programmes such as ‘Friends for Life’ and ‘Zippy Friends’
- We are trained in the ‘Wellbeing for Schools Framework’
- Senior classes engage in the ‘FUSE’ antibullying programme annually.
- We promote, model, and expect Glasser’s 7 Caring Habits within the school community
- We foster and promote the ‘Growth Mindset’ approach in all aspects of our school community
- We encompass a ‘Restorative Practice’ approach to behaviour management to build positive relationships between people. We model and facilitate restorative discussions whenever there has been a display of unwanted behaviour or harm has been caused. This allows the children to strengthen their relationships and trust
- We deliver the *Stay Safe* programme as part of SPHE every year. This programme tackles the issues of bullying, self-esteem and promotes positive behaviours
- Through the ‘We Are A CNS’ strand of the GMGY curriculum we embrace and value diversity and embed a culture of equality and acceptance. We explore the topics of race, gender, sexuality, disability, and religion through this strand.
- We celebrate a yearly ‘Caring Habits Day’ and we discuss each caring habit through a special assembly throughout the year
- Ashbourne CNS Code of Positive Behaviour

- Child Safeguarding Statement

4.3 Procedure of investigation and resolution

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)

Throughout the process of investigating alleged bullying behaviours, all staff will embrace the models of Restorative Practice.

- On report of an alleged bullying incident the Teacher/ SET and Principal/Deputy Principal will enact the 'Anti-Bullying Incident Report Form' (See appendix 1)
- Class teachers/ SET will initially investigate alleged bullying behaviours/ incidents through a 'Responsive Circle' (Please see behaviour policy 7.2.2)
- Alleged behaviours and incidents which are of serious nature, or which involve children from several classes may be referred to the Principal/ Deputy Principal for further investigations
- Principal Jenny Byrne, Deputy Principal Séamus McCarty and relevant teachers negotiate a list of interviewees that could provide relevant information
- Interviews will take place individually with principal/deputy principal or class teacher/special education teacher where the restorative practice questions will be used to conduct the interview (See Behaviour Policy 7.2.2)
- A Solving Circle will be facilitated by a Restorative Practice facilitator (principal/ deputy principal/ relevant teacher) with those involved in a particular incident (See Behaviour Policy 7.2.2)
- When all parties reach an understanding of all perspectives and when a solution has been met, a verbal agreement is made between all individuals in the circle about

what behaviour they will be expected to display going forward. The Restorative Practice facilitator will record the incident and agreement on Aladdin.

- Through this, the repair of relationships and rebuilding of trust will be initiated
- All parties will be reintegrated into their environments comfortably with clear guidance on expected behaviours
- Relevant staff members will be notified, and observations will be made to ensure that the expected behaviours are being displayed by the individuals involved
- All documentation created during this process will be stored securely on Aladdin

4.3.1 Further steps

Where an individual does not display the expected behaviours that had been agreed through the first solving circle, the following steps will apply:

- Following reoccurring unwanted behaviours/ breach of verbal contracts, teacher/ Set and Principal Deputy Principal will enact the 'Anti- Bullying Recording Unwanted Behaviour' sheet (please see appendix 2) and parents of all parties will be informed
- Parents will be invited to attend a Restorative Conference on a specific date and time
- Those who have caused harm, relevant teacher(s), relevant staff, and principal/ deputy principal will meet with parents/ guardians/ caregivers and engage in a Restorative Conference (See Behaviour Policy 7.2.2)
- Through this, the repair of relationships and rebuilding of trust will be initiated
- When all parties reach an understanding of all perspectives and when a solution has been met, a 'contract' will be written outlining what behaviours are expected from individuals going forward. This document will be signed by all individuals in the circle
- All parties will be reintegrated comfortably with clear guidance on what behaviours are expected moving forward
- Relevant staff members will be notified, and observations will be made to ensure that the expected behaviours are being displayed by the individuals involved

- All documentation created during this process will be stored securely on Aladdin

4.4 Repair and Support

*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)*

At Ashbourne CNS we endeavour to support the following individuals in the listed ways

Person who was harmed:

- Ending the bullying behaviour
- Fostering the 7 caring habits and embedding it into the culture of the school
- Showing empathy towards and support for those who have been harmed
- Indicating clearly that the bullying is not the fault of the targeted person during the restorative practice circle(s)
- During resolution, allowing those who have caused harm to express their thoughts and opinions in repairing the relationships and in creating the treatment agreement
- Helping those who have been harmed to 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)
- Implementing a 'buddy system' in the school (if deemed necessary)

Person who caused harm:

- Helping them to understand that they can restore their relationships and trust that has been affected through engaging in restorative practices and positive mindset
- Helping them to reflect upon and change their actions and helping them to understand that this is the right and honourable thing to do. Staff will praise individuals for their efforts to reform
- 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),

- Making a conscious effort to increase the individual's self-esteem and feelings of self-worth following unwanted behaviours
- In dealing with negative behaviour in general, encouraging teachers and parents to follow restorative practises
- Ensuring there is equity in the reintegration of individuals following the Solving Circle/Restorative Conference
- Helping individuals to understand, through discussion, that their actions do not define them as a person and that they can choose to act in a different way. This follows Choice Theory.

5. 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.

6. 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.

7. Accessibility of this Policy

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.

8. Review of Policy

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: _____
(Chairperson of Board of Management)

Signed: _____
(Principal)

Date: _____

Date: _____

Date of next review: _____

Appendix 1

'Anti-Bullying Incident Report Form'			
Details of Reporting Person			
Source of report			
Date			
Name of Reporting person (non-staff members, phone number to be included)			
Details of Alleged Incident			
Location of Incident			
Date, Day, Time			
Possible Harmed Children		Class	
		Class	
		Class	
		Class	
Possible Children Who Have Caused Harm		Class	
		Class	
		Class	
		Class	
Others present at alleged incident		Class	
		Class	
		Class	
		Class	
Initial details of alleged incident			
Action to be taken			

Appendix 2:

‘Anti- Bullying Recording Unwanted Behaviour’ Sheet					
Name of child who has been harmed				Class	
Name/s of child/children who caused harm				Class	
Source of bullying concern/report (tick relevant box(es))*	Teacher		Location of incidents (tick relevant box(es))*	Playground	
	Parent			Classroom	
	Pupil Concerned			Corridor	
	Other Pupil			Toilets	
	Other			Other	
Name of person(s) who reported					
Type of Bullying Behaviour (tick relevant box(es)) *	Physical Aggression		Cyber Bullying		
	Damage to Property		Intimidation		
	Isolation/Exclusion		Malicious Gossip		
	Name Calling		Other (Specify)		
Where behaviour is regarded as identity-based bullying, indicate the relevant category	Homophobic		Member of Travelling Community		
	Disability		Racist		
	SEN related		Other		
Brief Description of bullying behaviour and its impact					
Details of actions taken					
Signed (Relevant Teacher)				Date	
Date submitted to Principal/Deputy Principal					

Appendix 3

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> ?	
Has the Board published the policy on the school website and provided a copy to the Parents School Parents?	
Has the Board ensured that the policy has been made available to school staff (including new staff)?	
Is the Board satisfied that school staff are sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day to day work?	
Has the Board ensured that the policy has been adequately communicated to all pupils?	
Has the policy documented the prevention and education strategies that the school applies?	
Have all of the prevention and education strategies been implemented?	
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	
Has the Board received and minuted the periodic summary reports of the Principal?	
Has the Board discussed how well the school is handling all reports of bullying including those addressed at an early stage and not therefore included in the Principal's periodic report to the Board?	
Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	

Has the data available from cases reported to the Principal (by the bullying recording template) been analysed to identify any issues, trends or patterns in bullying behaviour?	
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	
Has the Board put in place an action plan to address any areas for improvement?	

Signed _____

Date _____

Chairperson, Board of Management

Signed _____

Date _____

Principal

Board of Management Policy Consultation Log

Please present this form to your BOM when considering the policy at BOM level for ratification

School:	Ashbourne Community National School
Policy:	Anti-Bullying Policy

Staff Consultation:

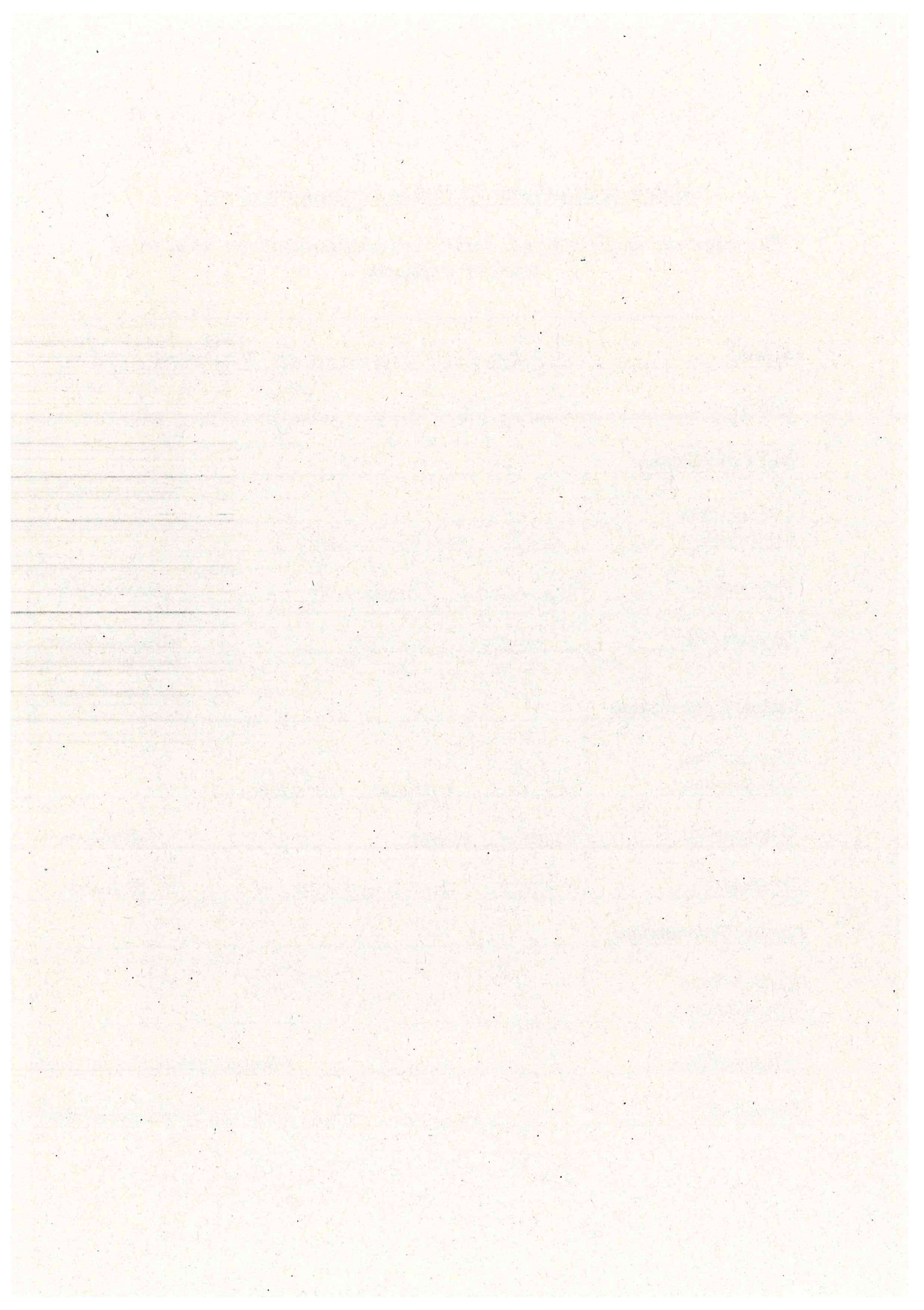
Date of Final Consultation:	2nd June 2022
Proposed By:	Murcan Broderick (Staff Member)
Seconded By:	Rebecca Hayden (Staff Member)

Student Consultation:

Date of Final Consultation:	21st June 2022
Proposed By:	Aleesha moore (Student)
Seconded By:	MARCUS Hernandez (Student)

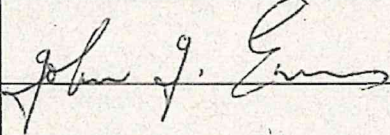
Parents Consultation:

Date of Final Consultation:	28 th June 2022
Proposed By:	[Signature] (Parents Association Member)
Seconded By:	MaTgamata Gila (Parents Association Member)



**BOM & LMETB Ratification/Resolution Process for
This Policy**

BOM Ratification

<i>Policy Name:</i>	Ashbourne CNS - Anti-Bullying Policy
<i>Date Ratified by the Board of Management:</i>	28 June 2022
<i>Proposed By:</i>	Michael McGill
<i>Seconded By:</i>	Muireann Broderick
<i>Signed:</i>	 (Chairperson, BOM)
<i>Scheduled Date for Review of the Policy:</i>	

LMETB Ratification/Resolution of the ETB Board

<i>Date of Resolution of ETB Board</i>	
<i>Signed</i>	(Chairperson)

