



Anti- Bullying Policy

St. Clare's Primary School

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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. Clare's Convent Primary School has adopted the following anti-bullying policy within the framework of the school's overall Code of Behaviour. This policy complies with the requirements of the Anti-Bullying Procedures for Primary and Post Primary Schools which was published in September 2013.
2. The Board of Management of St. Clare's Convent Primary School 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;
 - is consistent with the Catholic ethos of St. Clare's and in this atmosphere the spiritual, intellectual, social and physical growth of the pupil is fostered;
 - 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 of pupils;
 - Supports for staff;
 - Consistent recording, investigation and follow up of bullying behaviour (including the 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.

The following are examples of bullying behaviour. The list of examples is non exhaustive.

<p>General behaviours which apply to all</p>	<p>Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc.</p> <p>Physical aggression</p> <p>Damage to property</p> <p>Name calling</p> <p>Slagging</p> <p>The production, display or circulation of written words, pictures or other materials aimed at intimidating another person</p> <p>Offensive graffiti</p> <p>Extortion</p> <p>Intimidation</p> <p>Insulting or offensive gestures</p> <p>The "look"</p> <p>Invasion of personal space</p> <p>A combination of any of the types listed.</p>
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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	<p>Spreading rumours about a person's sexual orientation</p> <p>Taunting a person of a different sexual orientation</p> <p>Name calling e.g. gay, queer, lesbian...used in a derogatory manner</p> <p>Physical intimidation or attacks</p> <p>Threats</p>
Race, nationality, ethnic background and membership of the Traveller community	<p>Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background</p> <p>Exclusion on the basis of any of the above</p>
Relational	<p>This involves manipulating relationships as a means of bullying.</p> <p>Behaviours include:</p> <ul style="list-style-type: none"> ✓ 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"
Sexual	<p>Unwelcome or inappropriate sexual comments or touching</p> <p>Harassment</p>
Special Educational Needs Disability	<p>Name calling</p> <p>Taunting others because of their disability or learning needs</p> <p>Taking advantage of some pupils' vulnerabilities and limited capacity to recognise and defend themselves against bullying</p> <p>Taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and social cues</p> <p>Mimicking a person's disability</p> <p>Setting others up for ridicule</p>

4. The relevant teachers for investigating and dealing with bullying are as follows:

- ✓ Principal
- ✓ Deputy Principal
- ✓ Class Teacher
- ✓ The teacher that witnesses bullying or to whom bullying is reported, i.e. the teacher on playground supervision is the relevant teacher
- ✓ SPHE co-ordinator

Any teacher may act as relevant teacher if circumstances warrant

The SPHE coordinator (*who is a member of the senior leadership team*) may provide support and advice to the Relevant Teacher and will be available to assist in the investigation of incidents and any follow-up mediation or rehabilitation which may be required.

Relevant Teacher responsibility:

- To listen to the pupil's concerns and always take them seriously;
- To investigate any incident, allowing all parties concerned to give their account;
- To be fair in dealings with all pupils and judge each case on its merits; and
- To take action to address the problem, using a range of strategies outlined in the Code of Behaviour.

All incidents of bullying shall be notified to the Principal Mrs. Spring.

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*):

Education and Prevention Strategies

St. Clare's considers the area of prevention of bullying as the most important element of our policy and employs and promotes the following measures to ensure we do our utmost to prevent bullying or negative behaviour in general:

- A whole school and classroom atmosphere where all elements of good character - courtesy, kindness, respect, honesty, tolerance, integrity and compassion are modelled by school personnel and shared and practised by the pupils.
- Classroom management and the teaching style places emphases on fairness, co-operation and tolerance.

- Good communication and transparency is encouraged among all the partners in the school so that worries and issues of concern can be aired at an early stage and resolved.
- Positive reinforcement of good behaviour is practised by staff; opportunities are provided for pupils' talents, successes and achievements are celebrated.
- Curricular and extra-curricular group activities are used to provide opportunities for all pupils to participate in, integrate and communicate with each other.
- Active and thorough supervision of pupils in class, during arrival, assembly and dismissal times, on corridors, in the school playground and in the bike/scooter parking area at all times ensures that teachers and SNAs are very familiar with and acutely aware of the needs of the pupils. School personnel are also highly attuned to any changes or conflicts which may arise and are aware of early warning signs.
- The anti-bullying policy and anti-bullying programme is in place. During our annual Anti-Bullying Week all aspects of bullying are explored to increase awareness and understanding of the nature of bullying.
- Each year a theme focusing on preventative aspects of bullying is adopted, e.g. acts of kindness, character education, co-operation, etc. Pupils participate in discussions and activities on how to foster good relations and avoid conflict.
- The Stay Safe Programme and the SPHE curriculum, which both deal with issues of bullying, are taught systematically each year in all classes. Each teacher signs off on completion of the Stay Safe programme and the Special Needs pupils receive supplementary teaching of this programme by the SEN teachers.
- All pupils are aware that the school is a telling and listening school where they can approach teachers, SNAs, school personnel and/or designated peers in some senior classes to discuss their concerns.
- A **Worry Box** is permanently situated in the school hall so that pupils can post their concerns in confidence. The SPHE coordinator, will discretely arrange a time for them to come and meet her and try to assist them in finding resolutions for their problems.
- In the senior classes **Peer Leaders** may be elected and given guidance and training in helping resolve minor problems or disagreements with each other.
- Teachers 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.

- 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 Special Educational Needs.
- 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.
- Implementation of the school's **Acceptable Use Policy** to include the necessary steps to ensure that the access to technology within the school is strictly monitored and the pupils' use of mobile phones is strictly prohibited.
- Teachers explicitly teach pupils about the appropriate use of social media and 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 bullying behaviour.
- Actively promote the right of every member of the school community to be safe and secure in school.
- Ensure there is adequate supervision.
- A whole school continuous professional development on bullying to ensure that all staff develop an awareness of what bullying is, how it impacts on pupils' lives.

Awareness

Throughout the pupils' school years at St. Clare's, a body of knowledge and skills related to all aspects of bullying is taught so that a high level of awareness and alertness is accumulated by pupils by the time they leave primary school.

- All school personnel are familiar with the school policy and procedures on bullying.
- Parents are informed of the details of the Anti-Bullying Week and encouraged to discuss the issues taught and explored in school with their children at home.
- Each year during Anti-Bullying Week all teachers are provided with a variety of materials for use throughout the year - lesson plans, advice sheets, classroom activities and cross curricular ideas involving story, poetry, drama, art, etc. Discussion and role play feature strongly so that pupils explore situations requiring conflict resolution, tolerance, empathy, etc. in a safe manner.
- The core lessons of the school's anti-bullying programme are specifically designed to raise awareness of bullying among the pupils: definitions of bullying; identifying bullying behaviour; how people are different; why people bully; the feelings connected with bullying; what pupils should do to avoid being bullied or when they are bullied,

etc. The pupils discuss the school rules and write charters on rights and responsibilities. They learn and model mediation and conflict resolution skills.

- The anti-bullying programme and teaching materials are constantly reviewed and updated by the SPHE coordinator and every effort is made to provide guest speakers and/or drama presentations on bullying.

Management

Every class teacher has a copy of school's policy document on bullying which contains detailed procedures on classroom management of bullying incidents. These procedures are closely linked with the school's Code of Behaviour and school rules. The Principal, Deputy Principal and the SPHE coordinator provides support and advice to class teachers and are available to assist in the investigation of incidents and any follow-up mediation or rehabilitation which may be required. The policy document provides procedural details of the following areas:

- Dealing with incidents of bullying;
- Mediation sessions and meeting with parents;
- Resolving conflict and devising agreement or behaviour contracts with pupils;
- Reporting bullying incidents;
- Rehabilitating pupil(s) who have been bullied or who have been involved in bullying behaviour;
- Follow-up class lessons on bullying behaviour; and
- Refer to Code of Behaviour for sanctions.

Action to Prevent and to Combat Bullying

- The annual Anti-Bullying Week takes place in February of each year during which all aspects and issues related to bullying behaviour are explored, taught and reinforced through lessons, discussions, sharing of experiences and cross curricular activities.
- St. Clare's will use a range of activities and sanctions to encourage good behaviour and relationships between pupils and to deter potential bullying:
 - The range of rewards and sanctions outlined in the Code of Behaviour will be used, especially the methods of promoting good behaviour.
 - The allocation of specific roles and responsibilities, both at staff and pupil level, in order that incidents may be detected, behaviour monitored and after-care given.
- All school personnel are identified to the pupils as adults in whom they can confide. Pupils are frequently reminded that they can approach all school personnel at any time to discuss any problems.

- Teachers and SNAs on daily supervision and duty at break times are supported by the Principal and the Senior Leadership Team for reporting, recording and following up any incidents or concerns. In particular teachers are ready to supervise any pupil who is upset or need a 'cooling off' period or to follow through any disciplinary action. The teacher on duty reports any serious incident or injury to the Principal and these are recorded and followed up where necessary.

The school also has a 'Buddy System' in 5th and 6th classes to whom the pupils can go if they are upset.

The role of the buddy is to:

- listen and try to calm the pupil;
- mediate where possible; and
- report the problem to class teacher, Deputy Principal or Principal where necessary.

Pupils and staff will continue to reflect on the effectiveness of this and all support systems. Through the frequent use of circle time discussions in class, we take account of the views of the pupils.

Records of incidents will be kept and collated by the Principal. Where the frequency or severity of incidents raises a cause for concern the necessary action in line with our Code Behaviour will be initiated.

Specific measures to reduce the risk of Bullying include:

- Split break for pupils at morning break and lunch time break
 - ✓ Infants
 - ✓ 1st – 6th
- Security of the school building at playtimes, especially to ensure that no pupil is allowed inside the building without supervision.
- Adequate supervision is in place for students participating in extra-curricular activities.
- Teachers and SNAs provide adequate supervision of students when getting their coats at break time and dismissal time
- All issues shall be brought to the attention of the Principal Mrs. Spring.

Reference to other Policies

The following policies, practices and activities are particularly relevant to bullying and should be referred to when reading this policy.

- ✓ Attendance Policy
- ✓ Bus Safety Policy

- ✓ Child Safeguarding Statement
- ✓ Code of Behaviour
- ✓ Data Protection Policy
- ✓ Educational Trips Policy
- ✓ Healthy Eating Policy
- ✓ ICT Acceptable Use Policy
- ✓ Mobile Phone Policy
- ✓ Record Keeping Policy
- ✓ Road Safety Policy
- ✓ Sports Code of Conduct
- ✓ SPHE Policy
- ✓ Substance Use Policy
- ✓ Supervision Policy
- ✓ Swimming Policy
- ✓ Uniform Policy

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:

- a) All incidents of bullying behaviour in St. Clare's will be investigated and dealt with by the relevant teacher in the first instance
- b) Serious cases of bullying behaviour by pupils are referred immediately to Principal
- c) Parents of victims and bullies will be informed earlier rather than later of incidents
- d) It is made clear to pupils that to report incidents of bullying behaviour they are not telling tales but behaving responsibly. It is important to counteract a culture, which may associate 'telling' with 'informing'.

Procedures for Investigating and Dealing with Bullying

The primary aim 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. The school's procedures must be consistent with the following approach. Every effort will be made to ensure that all involved (including pupils, parent(s)/guardian(s)) understand this approach from the outset.

Reporting bullying behaviour

- Any pupil or parent(s)/guardian(s) may bring a bullying incident to any teacher in the school.
- All reports, including anonymous reports of bullying, will be investigated and dealt with by the relevant teacher.

- Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the Relevant Teacher.

Investigating and dealing with allegations of bullying behaviour

- The Relevant Teacher investigates the allegation of bullying behaviour with a view to establishing the facts and bringing any such behaviour to an end. In investigating and dealing with bullying, the Relevant Teacher will exercise their professional judgement to determine whether bullying has occurred and how best the situation might be resolved;
- Parent(s)/guardian(s) and pupils are required to co-operate 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;
- The Relevant Teacher should take a calm, unemotional problem-solving approach;
- The school, through the Relevant Teacher reserves the right to ask any teacher to write an account of what happened as part of an investigation. This does not necessarily imply that a pupil is guilty of misbehaviour.
- The Relevant Teacher may conduct a whole class survey in the classes involved in the alleged bullying behaviour;
- Where possible incidents should be investigated outside the classroom situation to ensure the privacy of all involved;
- 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;
- 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;
- 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 their account of what happened to ensure that everyone in the group is clear about each other's statements;
- Each member of a group should be supported through the possible pressures that may face them from the other members of the group after the interview by the teacher; It may also be appropriate or helpful to ask those involved to write down their account of the incident(s)
- In cases where it has been determined by the Relevant Teacher that bullying behaviour has occurred, the parent(s)/guardian(s) 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 parent(s)/guardian(s)

an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports provided to the pupils;

- 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;
- It must also be made clear to all involved (each set of pupils and parent(s)/guardian(s)) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parent(s)/guardian(s) and the school;
- In the event that they have been involved in bullying behaviour they are asked to sign a binding promise that they will treat all pupils fairly, equally and respectfully including the targeted pupil(s).
- 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.
- All documentation regarding bullying incidents and their resolution is retained securely by the Relevant Teacher during investigation period and is handed over to the Principal thereafter. A copy of the incident report and any action taken is filed in the pupils' profile folder which is stored in a locked filed cabinet in accordance with the school's Data Protection Policy.

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:

- S/he 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
- Parent(s)/guardian(s), the relevant teacher and the Principal meet in a final effort to resolve the situation
- The case may be referred to the Board of Management and the pupil may be suspended and/or expelled from the school in accordance with the Code of Behaviour.

Follow up and recording

- In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of their professional judgement, take the following factors into account:
 - whether the bullying behaviour 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) or the 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.

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 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.
- The Relevant Teacher must inform the Principal of all incidents being investigated.

Informal: 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 in their efforts to

resolve the issues and restore, as far as is practicable, the relationships of the parties involved.

- All records shall be retained in a locked filing cabinet in the school safe located in the Principal's Office.

Formal: Appendix 3

The Relevant Teacher must use the recording template at **Appendix 3** to record the bullying behaviour in the following circumstances:

- a) in cases where the Relevant Teacher considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after they have 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.

When the recording template is used, it shall be retained in a locked filing cabinet in the school safe located in the Principal's Office in accordance with the school's Data Protection Policy.

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
- Circle Time
- Restorative interviews
- Restorative conferencing
- Implementing sociogram questionnaires
- Peer mediation where suitable training has been given

Procedures for investigating and dealing with Bullying

When investigating incidents of bullying behaviour, it is necessary to:

- ✓ Listen
- ✓ Seek answers to the questions of **what, when, who and why?** from both parties. A standard reporting form is used (Appendix 2). A copy of this report will be kept in the file of the pupil and/or pupils who have engaged in bullying behaviour and in the file of the pupil who has been bullied.
- ✓ Reassure the person reporting;
- ✓ Ensure the pupil's safety;

- ✓ Discuss confidentiality for both parties;
- ✓ Tell the pupil that he/she will be kept informed;
- ✓ Talk to the other pupil involved; and
- ✓ Make an intervention.

Where an incident of bullying behaviour is suspected the Principal shall be informed.

The intervention will involve the following procedure:

- The Relevant Teacher will carry out an investigation with all parties ensuring that each has equal hearing;
 - ✓ if appropriate, the school will inform the parents/guardians of all parties of the incident;
 - ✓ if necessary, to bring the parties together in order to form a resolution/action plan to end the bullying behaviour; and
 - ✓ ensure that no pupil will be placed in a situation in front of external parties without equal support of the parent/guardian.

The Relevant Teacher will make an assessment about what happened and will convey the outcome to the Principal and to the pupils and parents concerned. If a pupil or pupils are found to be involved in bullying behaviour, it will be made clear that they are in breach of the Code of Behaviour and sanctions will be imposed.

In cases where it has been determined that bullying behaviour has occurred, in accordance with the above definition, the Principal will meet with the parents/guardians of the two parties involved, separately, as appropriate to:

- ✓ explain the action being taken and the reason for it; and
- ✓ discuss ways in which the parents/guardians can reinforce and support the actions being taken by our school.

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

Work with victims and pupils involved in bullying behaviour:

- Low self-esteem is an attribute which victims and bullies share. It is necessary therefore to avail of opportunities to increase feelings of self-worth among victims and bullies. Victims may need counselling to participate in activities designed to raise their self-esteem and bullies may need counselling to help them understand and learn other ways of meeting their needs without violating the rights of others. Each incident and the pupils involved will be treated with care, and, in consultation with all parties, follow-up work will be provided, or where necessary, further referral with outside professionals.
- Pupils who observe incidents of bullying behaviour are encouraged to discuss them with their teachers.

- Bullying is a societal problem and a whole community approach is needed to combat bullying behaviour. The school as a community is made up of management, teachers, SNAs, school personnel, pupils and parents and the promotion of home/school links is a vital element in the countering of bullying behaviour.
- The school's anti-bullying policy is discussed regularly in each class and explained to the pupils.

8. Supervision and Monitoring of Pupils

The Board of Management St. Clare's Convent Primary School 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 of St. Clare's Convent Primary School 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. Ratification

This policy was adopted by the Board of Management on September 24, 2014.

11. Communication

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 and when requested.

12. Implementation and Review

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 Parent Association.

A record of the review and its outcome will be made available, if requested, to the Patron and the Department.

This Anti-Bullying Policy was reviewed by the Board of Management on 12th October 2022.

Signed: 
Chairperson of Board of Management

Signed: 
Principal/Secretary BoM

Date: 12th October 2022

Date: 12th October 2022

Date of next review: October 2023