

Scoil Chlíodhna
Community National School (CNS)

Anti-Bullying Policy



Scoil Chlíodhna CNS



**Scoil Chlíodhna Community National School (CNS),
Carrigtwohill GAA, Carrigtwohill, Co. Cork.**

Anti-Bullying Policy

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 Chlíodhna 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.

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 providing the following **key principles of best practice** in preventing and tackling bullying behaviour:

a) 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;
- promotes respectful relationships across the school community;
- acknowledges the right of each member of the school community to enjoy school in a secure environment.
- acknowledges the uniqueness of each individual and his/her worth as a human being.
- promotes positive habits of self-respect, self-discipline and responsibility among all its members.
- prohibits vulgar, offensive, sectarian or other aggressive behaviour or language by any of its members.
- has a clear commitment to promoting equity in general and gender equity in particular in all aspects of its functioning.
- has the capacity to change in response to pupils' needs.
- identifies aspects of curriculum through which positive and lasting influences can be exerted towards forming pupils' attitudes and values.
- takes particular care of "at risk" pupils and uses its monitoring systems to facilitate early intervention where necessary and it responds to the needs, fears or anxieties of individual members in a sensitive manner.
- recognises the need to work in partnership with and keep parents informed on procedures to improve relationships on a school-wide basis.
- recognises the role of parents in equipping the pupil with a range of life- skills.
- recognises the role of other community agencies in preventing and dealing with bullying.

- promotes habits of mutual respect, courtesy and an awareness of the interdependence of people in groups and communities.
- promotes qualities of social responsibility, tolerance and understanding among all its members both in school and out of school.

Staff members share a collegiate responsibility, under the direction of the Principal, to act in preventing bullying/aggressive behaviour by any member of the school community.

b) Effective leadership

c) A school-wide approach

d) A shared understanding of what bullying is and its impact

e) 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;

f) Effective supervision and monitoring of pupils

g) Supports for staff

h) Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and

i) On-going evaluation of the effectiveness of the anti-bullying policy.

Definition of Bullying

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.

Examples of bullying behaviours – *This list of examples is non-exhaustive*

<p>General behaviours which apply to all types of bullying</p>	<ul style="list-style-type: none"> • Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc. • Physical aggression • Damage to property • Name calling • Slagging • The production, display or circulation of written words, pictures or other materials aimed at intimidating another person • Offensive graffiti • Extortion • Intimidation • Insulting or offensive gestures • The “look” • Invasion of personal space • A combination of any of the types listed.
<p>Cyber</p>	<ul style="list-style-type: none"> • 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
<p>Identity Based Behaviours</p>	<p>Including any of the 9 discriminatory grounds mentioned in Equality Legislation (gender including transgender, civil status, family status,</p>

	sexual orientation, religion, age, disability, race and membership of the Traveller community).
Homophobic and Transgender	<ul style="list-style-type: none"> • Spreading rumours about a person's sexual orientation • Taunting a person of a different sexual orientation • Name calling eg. Derogatory terminology used to describe someone who is gay or lesbian • Physical intimidation or attacks • Threats
Race, nationality, ethnic background & membership of the Traveller community	<ul style="list-style-type: none"> • Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background • Exclusion on the basis of any of the above
Relational	<p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"> • Malicious gossip • Isolation & exclusion • Ignoring • Excluding from the group • Taking someone's friends away • Spreading rumours • Breaking confidence • Talking negatively and loud enough so that the victim can hear • The "look" • Use of terminology such as 'nerd' in a derogatory way
Sexual	<ul style="list-style-type: none"> • Unwelcome or inappropriate sexual comments or touching • Harassment
Special Educational Needs, Disability	<ul style="list-style-type: none"> • Name calling • Taunting others because of their disability or learning needs • Taking advantage of some pupils' vulnerabilities and limited capacity to recognise and defend themselves against bullying • Taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and social cues. • Mimicking a person's disability • Setting others up for ridicule

Relevant Teachers:

A pupil or parent may bring a bullying concern to any teacher in the school. Individual teachers must reports the bullying behaviour to the principal and/or relevant teachers. The relevant teacher(s) for investigating and dealing with bullying are the Principal, Deputy Principal and all other teachers.

Education and Prevention Strategies: *This is a non-exhaustive list*

The education and prevention strategies (including strategies specifically aimed at cyber-bullying, 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*):

School wide approaches:

- A school-wide approach to the fostering of respect for all members of the school community.
- The promotion of the value of diversity to address issues of prejudice and stereotyping, and highlight the unacceptability of bullying behaviour.
- The fostering and enhancing of the self-esteem of all our pupils through both curricular and extracurricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.
- Whole staff professional development on bullying to ensure that all staff members develop an awareness of what bullying is, how it impacts on pupils' lives and the need to respond to it- prevention and intervention.
- An annual discussion of professional development needs with a view to assessing staff requirements through internal staff knowledge/expertise and external sources
- Professional development with specific focus on the training of the relevant teacher(s)
- School wide awareness raising and training on all aspects of bullying, to include pupils, parent(s)/guardian(s) and the wider school community.
- Supervision and monitoring of classrooms, corridors, school grounds, school tours and extra-curricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers. Supervision will also apply to monitoring student use of communication technology within the school.
- Involvement of the student council in contributing to a safe school environment e.g. Buddy system, mentoring, Lunchtime Pals and other student support activities that can help to support pupils and encourage a culture of peer respect and support.
- Development and promotion of an Anti-Bullying code for the school-to be included in student journals and displayed publicly in classrooms and in common areas of the school.
- The school's anti-bullying policy is to be discussed with pupils and all new parent(s)/guardian(s) are given a copy as part of the Code of Behaviour of the school.
- The implementation of regular/termly whole school awareness measures e.g. a dedicated notice board in the school on the promotion of friendship, and bullying prevention; annual Friendship Week, annual student surveys; regular school assemblies by principal/deputy principal.
- Encourage a culture of telling, with particular emphasis on the importance of bystanders. In that way pupils will gain confidence in 'telling'. This confidence factor is of vital importance. It should be made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly.
- Ensuring that pupils know who to tell and how to tell, e.g.:
 - Direct approach to teacher at an appropriate time, for example after class.
 - Hand note up with homework.
 - Pupil Post-box
 - Get a parent(s)/guardian(s) or friend to tell on your behalf.
 - Administer a confidential questionnaire once a year to all pupils.
 - Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- Encourage parent(s)/guardian(s) to approach the school if they suspect that their child is being bullied.
- Ensuring that all parties are familiar with our Acceptable Use Policy .
- The listing of supports currently being used in the school and the identification of other supports available to the school e.g. GLEN www.glen.ie, BeLonGTo www.belongto.org

Implementation of Curricula:

- The full implementation of the SPHE curriculum and the RSE and Stay Safe Programmes.
- Continuous Professional Development for staff in delivering these programmes.

- School wide delivery of lessons on bullying from evidence based programmes, e.g. *Cool School Lessons*, #UP2US, *Stay Safe, Walk Tall*, *On My Own Two Feet*, *Zippy's Friends*
- School wide delivery of lessons on:
 - **Relational aggression** (Cool School Programme: A Friend in Deed),
 - **Cyber Bullying** e.g. #UP2US, Be Safe-Be Webwise, Think Before you Click, Let's Fight it Together, Web wise Primary teachers' resources),
 - **Homophobic and Transphobic Bullying** e.g. Growing up LGBT, Stand Up, The Trust pack
 - **Diversity and Interculturalism** e.g. Yellow Flag Programme. The school should list every resource related to the SPHE curriculum, and make a list of supports.
- Delivery of the Garda SPHE Programmes at primary level. These lessons, delivered by Community Gardai, cover issues around personal safety and cyber-bullying
- The school will specifically consider the additional needs of SEN pupils with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately.

Links to other policies:

School policies, practices and activities that are particularly relevant: Code of Behaviour, Child Protections policy, Supervision of pupils, Acceptable Use policy, Attendance, SPHE

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 (rather than to apportion blame. Every effort will be made to ensure that all involved (including pupils, parent(s)/guardian(s)) understand this approach from the outset.

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*):

Reporting bullying behaviour

- Any pupil/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 principal/relevant teacher.
- Teaching and non-teaching staff such as secretaries, special needs assistants, caretakers, cleaners, etc. must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the principal/relevant teacher;

Investigating and dealing with incidents:

- In investigating and dealing with bullying, the principal will exercise his/her 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;
- Teachers will take a calm, unemotional problem-solving approach.
- Where possible, incidents will be investigated outside the classroom situation to ensure the privacy of all involved;

- All interviews will 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 his/her account of what happened to ensure that everyone in the group is clear about each other's statements;
- Each member of a group will be supported as much as possible through the pressures that may face them from the other members of the group after the interview by the teacher;
- Those involved may be asked to write down their account of the incident(s)
- In cases where it has been determined by the principal/relevant teacher that bullying behaviour has occurred, the parent(s)/guardian(s) of the parties involved will 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 will give parent(s)/guardian(s) an opportunity to discuss ways in which they can reinforce or support the actions being taken by the school and the supports provided to the pupils;
- Where the principal/relevant teacher has determined that a pupil has been engaged in bullying behaviour, it will be made clear to him/her how he/she is in breach of the school's anti-bullying policy and efforts will be made to try to get him/her to see the situation from the perspective of the pupil being bullied;
- It will 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;

Follow up and recording

- In determining whether a bullying case has been adequately and appropriately addressed the principal/relevant teacher will, as part of his/her 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 other staff members
- Follow-up meetings with the relevant parties involved will 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/guardian 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/guardian has exhausted the school's complaints procedures and is still not satisfied, the school will 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. Written records will be made on student database. All incidents must be reported to the principal/relevant teacher
- A written record of **all** reports of bullying, the investigation and actions taken and any discussions with those involved regarding same will be kept by the Principal/relevant teacher.
- The relevant teacher must inform the principal of all incidents being investigated.

Formal Stage 1 Determination that Bullying has Occurred

- If it is established by the relevant teacher that bullying has occurred, the relevant teacher will keep appropriate written records on the student database which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.

Formal Stage 2

- The relevant teacher must use the recording template in **Appendix 1** (from DES) to record the bullying behaviour in the following circumstances:
 - a) in cases where he/she considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour occurred.
 - b) 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 or Deputy Principal as applicable.
 - c) These behaviours that must be recorded and reported immediately to the principal and are in line with the school's code of behaviour.

When the recording template is used, it must be retained by the relevant teacher in question and a copy maintained by the principal. The copy retained by the teacher will be placed in pupil file and locked in the school filing cabinet. The copy retained by Principal will be in a locked filing cabinet in the office. Only the relevant teacher and Principal will have access to these files. Pupil files will be maintained by the school until the pupil reaches age 21.

The school will always aim to provide a safe environment for all students. Should the above interventions fail and the bullying continue, a programme of appropriate sanctions may be implemented by the Principal in consultation with the parents and Board of Management. The sanctions implemented aim to encourage positive behaviour and support the esteem of the child. These sanctions may include a period of isolation within the school day under the supervision of a member of staff or a period of suspension during which there will be ongoing consultation with the parents to decide on appropriate action(s) to be taken in the best interests of the child. Suspension for any period of time will be reported in writing by the Principal to the Chair of the Board of Management/School Manager.

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) to support school interventions
- No Blame Approach
- Circle Time
- Restorative interviews
- Restorative conferencing

- Peer mediation where suitable training has been given
- Intervention strategies by Ken Rigby e.g.
 - The traditional disciplinary approach
 - Strengthening the victim
 - Mediation
 - Restorative Practice
 - The Support Group Method
 - The Method of Shared Concern

[www.bullyingawarenessweek.org/pdf/BullyingPreventionStrategiesinSchools Ken Rigby.pdf](http://www.bullyingawarenessweek.org/pdf/BullyingPreventionStrategiesinSchools%20Ken%20Rigby.pdf)

Programme of support for working with pupils affected by bullying:

The school's programme of support for working with pupils affected by bullying is as follows (see Section 6.8.16 of the Anti-Bullying Procedures for Primary and Post-Primary Schools) :

- All in-school supports and opportunities will be provided for the pupils affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience e.g.
 - Goodness Me, Goodness You Programme
 - Restorative practice
 - Buddy / Peer mentoring system
 - Pastoral care system – the Care team/support teacher/the student support team
 - Group work such as circle time
- If pupils require counselling or further supports the school will endeavour to liaise with the appropriate agencies to organise some. This may be for the pupil affected by bullying or involved in the bullying behaviour.
- Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.

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.

- There are agreed appropriate monitoring and supervision practices in the school.
- The yard is a standing item on the agenda of Staff, SNA and care team meetings which aims to improve the experience of all pupils in the yard.
- The student council will be trained as anti bullying ambassadors to work across the school.
- In relation to Acceptable Use Policy in the school:
 - All Internet sessions are supervised by a teacher.
 - The school regularly monitors pupils' Internet usage.
 - Pupils are instructed to use only electronic communication fora that have been approved by the school

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 (see Appendix 3) 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.

- This policy was reviewed by the Board of Management.
- This policy has been made available to school personnel, published on the school website and is readily accessible to parent on request) and provided to the Parents' Association. A copy of this policy will be made available to the Department and the patron if requested.
- 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 accessible to parents on request and provided to the Parents' Association. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: *Liam Ahern*
Liam Ahern (Chairperson)

Signed: *Teresa Coughlan*
Teresa Coughlan

Date: 21st Jan 2021

Date: 21st Jan 2021

Date of next review: Jan 2022

Appendix 1: Template for recording bullying behaviour

1. Name of pupil being bullied and class group

Name _____ Class _____

2. Name(s) and class(es) of pupil(s) engaged in bullying behaviour

3. Source of bullying concern/report (tick relevant box(es))*			4. Location of incidents (tick relevant box(es))*
Pupil concerned			Playground
Other Pupil			Classroom
Parent			Corridor
Teacher			Toilets

Other			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 Traveller 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 _____

*** Note:** The categories listed in the tables 3, 4 & 6 are suggested and schools may add to or amend these to suit their own circumstances.

Appendix 2: Advice for Parents

Effects of Bullying

Bullying can affect pupils in many different ways. When pupils are bullied their lives may be made miserable. They may suffer injury. They may be unhappy about coming to school. They may lose self-confidence and self esteem, blaming themselves for the bullying. Some children may experience stressful symptoms such as stomach aches and headaches, nightmares or panic attacks. (This form of unhappiness is likely to affect their concentration and learning). If unchallenged other pupils can learn that bullying is a quick and effective way of getting what they want.

Indications of Bullying Behaviour – Signs and Symptoms

The following signs/symptoms may suggest that a pupil is being bullied:

- Anxiety about travelling to and from school - requesting parents to drive or collect them, changing route of travel, avoiding regular times for travelling to and from school.

- Unwillingness to go to school, refusal to attend, missing.
- Deterioration in educational performance, loss of concentration, enthusiasm or interest in school.
- Pattern of physical illnesses (e.g. headaches, stomach aches).
- Unexplained changes either in mood or behaviour. It may be particularly noticeable before returning to school after weekends or more especially after longer school holidays.
- Visible signs of anxiety or distress - stammering, withdrawing, nightmares, difficulty in sleeping, crying, not eating, vomiting, bedwetting.
- Spontaneous out-of-character comments about either pupils or teachers.
- Possessions missing or damaged.
- Increased requests for money or stealing money.
- Unexplained bruising or cuts or damaged clothing.
- Reluctance and/or refusal to say what is troubling her/him.

Those signs do not necessarily mean that a pupil is being bullied. If repeated or occurring in combination, these signs warrant investigation in order to establish what is affecting the child.

What to do if your child is being bullied

- Discuss the experience with your child to find out the precise details of what has happened.
- Reassure her/him that you and the school will help her/him.
- Discuss with her/him what to do next - he may be able to suggest strategies for dealing with it
- Encourage her/him to tell his teacher.
- Contact the school as soon as possible.
- Follow-up to ensure that the matter is dealt with and resolved.

What to tell your child to do if someone they know is being bullied

- Tell a teacher (privately if necessary)
- Tell his/her parents - they will contact the school.
- Talk to the person who is being bullied - you may be able to help her/him.
- Reject bullying behaviour among your friends - tell them that it is wrong to bully.
- Help the bullied person to get away from the situation.
- Know and follow the school code of discipline.

What to tell your child to do if you are being bullied

- Tell the teacher immediately. Tell your parents when you get home.
- Help the teacher to investigate it. Tell a friend about what is happening.
- Tell the bully to stop.

Appendix 3: Bullying by Adults

The procedure set out below may be initiated in relation to any of the following circumstances, which may occur in the workplace or otherwise in the course of employment:

- adult bullying;
- sexual harassment; or
- harassment on other specified discriminatory grounds which could, in the circumstances, be regarded as offensive, humiliating or intimidating.

Scoil Chlíodhna CNS operates these procedure on bullying, sexual harassment or other harassment on specified discriminatory grounds. This includes a clear statement that any such behaviour is not acceptable

within the school. In this regard, it should be noted that a complaint of sexual harassment or bullying may result in disciplinary action. Where a complaint of sexual harassment or bullying is not upheld, no action shall be taken against the complainant provided the allegation was made in good faith. If the complaint was brought maliciously, it should be treated as misconduct and the disciplinary procedure invoked.

The procedure outlined below is specifically designed to address adult bullying, sexual harassment or harassment on other specified discriminatory grounds, in an industrial relations framework.

It is also open to any member who considers that s/he is being discriminated against, to contact his/her CEC District Representative or INTO Head Office with a view to referring a complaint to the Director of Equality Investigations or Labour Court, as the case may be.

In the case of **intra-staff bullying**, Scoil Chlíodhna CNS will adopt the procedures outlined in Section C (c2) of the INTO booklet: 'Working Together: Procedures and Policies for Positive Staff Relations'. A copy of this document is available for free download on the INTO website.

In the case of **Teacher – Child bullying**, a complaint should in the first instance be raised with the teacher in question by the parent/guardian of the child if possible and then if necessary referred to the Principal. Where it has not been possible to agree a framework for resolution, the matter should be referred in writing by both parties to the Board of Management for investigation.

In the case of **Parent – Teacher** bullying, the Principal should be informed in the first instance, and if deemed necessary the Board of Management should subsequently be informed in writing.

In the case of **Parent/Visitor to the school – Child** bullying, the complaint should be referred in the first instance to the child's class teacher and subsequently to the Principal if unresolved.

In the case of **Principal – Parent/ Child** bullying, the matter should be raised with the Principal if possible, or referred to the Chairperson of the Board of Management.

This policy is in line with the school's health & safety policy for staff at work.