



Anti-Bullying Policy

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School Position on Bullying

Central Remedial Clinic School 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 wellbeing of the targeted pupil(s) and the perpetrator(s). 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. Practical tips for building a positive school culture and climate are included in Appendix 2

Section 1: Anti-Bullying Policy Requirements

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 Central Remedial Clinic 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.

Section 2: Key Principles of Best Practice in the Prevention of Bullying

The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils. The Board of Management 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;
 - ✓ promotes respectful relationships across the school community;
- Effective leadership;
- A school-wide approach;
- A shared understanding of what bullying is and its impact;
- Implementation of education and prevention strategies (including awareness raising measures) that -
 - ✓ build empathy, respect and resilience in pupils; and
 - ✓ explicitly address the issues of cyber-bullying and identity-based bullying including, in particular, homophobic and transphobic bullying.
- Effective supervision and monitoring of pupils;
- Supports for staff;
- Consistent recording investigation and follow up of bullying behaviour (including use of established intervention strategies); and
- On-going evaluation of the effectiveness of the anti-bullying policy (Appendix 4).

Section 3: 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:

- persistent, deliberate exclusion, malicious gossip and other forms of relational bullying,
- cyber-bullying
- 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.
- inadvertent bullying, due to perception challenge, of overt affection with inappropriate intensity by one child for another

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, physical or social, targeting person or property, 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.

Additional information on different types of bullying is set out in Section 2 of the Anti-Bullying Procedures for Primary and Post-Primary Schools (see Appendix 1).

Section 4: Relevant Personnel Involved in Bullying Investigations

The relevant teacher(s) for investigating and dealing with bullying is (are) as follows:

“In these procedures, the member of teaching staff who has responsibility for investigating and dealing with bullying is referred to as the “relevant teacher”. At primary level, the relevant teacher will normally be the class teacher.”

Section 6.8 of the **Anti-Bullying Procedures for Primary and Post-Primary Schools**

According to the CRC School’s Code of Behaviour the following personnel will be involved:

- The Class Teacher
- School Principal and Designated Liaison Person
- Where appropriate, support/ intervention will be sought from other services including psychology.

Section 5: Education and Prevention Strategies

Effective practice includes prevention and awareness-raising measures across all aspects of bullying and involves strategies to engage pupils in addressing problems when they arise. Such strategies need to build empathy, respect and resilience in pupils.

The 5 Universal Human Values Programme will be adapted by the CRC School to reflect the learning needs and abilities of pupils. Teachers will use the values to reinforce the learning experiences of pupils. Many of the values are already covered in SPHE and other curriculum areas. The values underpinning the programme are already in evidence in everyday practice in our school. The teachers will select and adapt the materials to suit the learning needs, interests and abilities of their pupils. For further information on Education in Human Values, see **Appendix 7**.

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

- A school-wide approach to promoting a positive environment and fostering respect for all members of the school community in line with the school’s ethos.
- Class Rules are drawn up at the beginning of each school year to promote a positive classroom environment and for promoting good behaviour (see CRC School Code of Behaviour). These are shared with parents to encourage parental support.
- Each pupil has a responsibility to honour these rules and to therefore create a positive and effective school environment.
- Parents are encouraged to support the spirit of these rules.
- All children are closely monitored and always supervised during normal school hours.
- At all break times, there are numerous staff members on duty with well-established monitoring strategies in place.

- A school-wide focus on the teaching of human values based on the Education in Human Values (EHV) model.
- Raising awareness of and providing for a shared understanding of what bullying is, through the development and widespread publication of the Anti-Bullying Policy to all staff (teachers/special needs assistants/ancillary and support staff) and parents. All parent(s)/guardian(s) are given a copy on enrolment, and it is also available on the school website.
- Where a bullying incident has occurred, the cooperation of parents/guardians is expected as part of a preventative strategy.
- The SPHE Programme (Primary and Post-Primary levels) encompasses class-based discussions and learning situations to explore the nature of bullying.
- Development of appropriate knowledge, skills and attitudes through integration with other curricular areas.
- Promotion of the value of respect, the value of diversity and of issues of equality.
- Full implementation of the SPHE curriculum including Stay Safe, Walk Tall, Relationships & Sexuality Education. The main messages of the school's anti-bullying policy are discussed with pupils.
 - SPHE lessons on friendship, bullying, valuing difference
 - Conflict resolution
 - Stay Safe Programme
 - Social Stories
 - What to do if bullying occurs
 - Culture of telling
- Temporary and substitute staff are made aware of the school's Code of Behaviour and its Anti-Bullying Policy.
- Specific cyber-bullying lessons/program. Our Acceptable Use Policy (Appendix 5) sets out our prevention strategies in relation to cyberbullying and e-safety. An Acceptable Usage Policy is in operation in the school that ensures that the access to technology within the school is strictly monitored, as is the pupils' use of mobile phones. Filtering systems and/or equivalent systems are used in order to minimise the risk of exposure to inappropriate material. Social networking sites are not accessible on school computers.
- Whole school awareness measures e.g. Anti-Bullying Week, intercultural celebrations and Internet Awareness Day.
- Promotion of a positive sense of self-worth in each student. Students will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.

Section 6: Procedures for Investigating Bullying Behaviour

The school's procedures for reporting, investigating, 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 per Section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary Schools.

CRC School is committed to providing a consistent and clear approach to dealing with bullying when it occurs. Every effort will be made to ensure that all involved (including pupils, parents/guardians) understand this approach from the outset. A pupil or parent may bring a bullying concern to any teacher in the school. Individual teachers must take appropriate measures regarding reports of bullying behaviour in accordance with the school's anti-bullying policy.

Reporting Bullying Behaviour:

- The primary aim for the relevant teacher 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)**
- In investigating and dealing with bullying, the relevant teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved
- All reports, including anonymous reports of bullying, must be investigated and dealt with by the relevant teacher. In that way, pupils will gain confidence in 'telling'. 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
- Non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners must be encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher
- Parents 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

Strategies for dealing with a reported case of bullying:

- **Relevant teachers should take a calm, unemotional problem-solving approach** when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents
- **Incidents should be investigated outside the classroom situation** to ensure the privacy of all involved
- When analysing incidents of bullying behaviour, the relevant teacher should, where possible, seek answers to questions of **what, where, when, who** and **why**.
- **All communications with pupils will be supported appropriately**, for example, the use of communication boards, communication devices, symbols, Lámh signs.
- **All interviews will be conducted with sensitivity** and with due regard to the rights of all pupils involved
- Children will be reminded of **strategies and support mechanisms that can be used to avoid or overcome bullying**
- Children will be reminded that **bullying is unacceptable behaviour**

The school's procedures must be consistent but also take into consideration the communication and cognitive abilities of the pupils involved through the following approach:

- In cases where it has been determined by the relevant teacher and school principal that bullying behaviour has occurred, the parents of the parties involved should be contacted at an early stage.
- Parents will be informed of relevant details (except the names of the other pupils involved) and the actions being taken in relation to their own child (by reference to the school policy). The school should give parents an opportunity to discuss ways in which they can reinforce or support the actions being taken by the school.
- The relevant teacher and/or principal will interview all parties involved in, or witness to, an alleged bullying incident.
- The alleged victim and alleged perpetrators of the incident will be spoken to and encouraged to solve the problem.
- A verbal warning will be given to stop the inappropriate behaviour.
- 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 should be supported through the possible pressures that they may face from the other members of the group following the interview by the relevant teacher.
- A course of action will be decided upon by the relevant teacher and principal.
- All actions decided will be relevant to the age and level of understanding of all pupils involved.
- It must also be made clear to all involved (each set of pupils and parents) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parents and the school.

Follow-up procedures:

- The relevant teacher must provide the principal with a weekly written progress record using the 'Template for Recording Bullying Behaviour' (Appendix 3) until it is determined that the bullying has ceased.
- Follow-up meetings with the relevant parties involved should be arranged separately with a view to possibly bringing them together later if the pupil who has been bullied is ready and agreeable.
- In cases where the relevant teacher considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour has occurred, it must be recorded by the relevant teacher in the recording template at Appendix 3
- In determining whether a bullying case has been adequately and appropriately addressed, the relevant teacher must, as part of his/her professional judgement, take the following factors into account:
 - Whether 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 parents or the school Principal or Deputy Principal
- The principal will be kept informed of all incidents and a record of same will be kept in an incident folder.
 - The principal will monitor progress of pupils involved in a bullying incident by liaising with the Class Teacher and pupils involved
 - Offenders and victims of bullying may be referred to counselling where appropriate
 - Should the unacceptable behaviour cease, that will be the end of the matter

Bullying Outside School

- The school is responsible for the children while in normal school hours or under school supervision. However, where bullying occurs outside of these hours, we ask that the school be informed. Staff can then be vigilant to any potential related problems occurring whilst under school supervision.
- When the school becomes aware of bullying outside school, teachers may work on a class basis and / or with local agencies. They may also organise additional interventions to combat bullying, if they deem it appropriate.

Section 7: Parental Complaints

The DES does not get involved in individual complaints in schools. Bullying complaints are dealt with at local level through the school's anti-bullying procedures.

Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents must be referred, as appropriate, to the school's complaints procedures as per CRC School Communication Policy. If a parent has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parents of their right to make a complaint to the Ombudsman for Children.

The Office of the Ombudsman for Children may independently investigate complaints received from children about schools recognised by the Department of Education and Skills.

(Action Plan on Bullying: Report of the Anti-Bullying Working Group to the Minister for Education, January 2013)

Section 8: Procedures for Recording Bullying Behaviour

All records must be maintained in accordance with relevant data protection legislation. 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 will adhere to the following:

Informal Stage - Pre-determination that bullying has occurred

- While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher will use his/her professional judgement in relation to the records to be kept of these reports, the actions taken and any discussions with those involved regarding same. This is recorded in the Incident Report Form. (Appendix 3 of the Code of Behaviour)
- The relevant teacher must inform the principal of all incidents being investigated.

Formal Stage - 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 his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.

The relevant teacher must use the 'Template for Recording Bullying Behaviour' (the original of which is to be found at Appendix 3 'Anti-Bullying Procedures for Primary and Post-Primary Schools' 2013) 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

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 or Deputy Principal as applicable.

When the recording template is used, **it must be retained by the relevant teacher in question and a copy maintained by the principal.** The Appendix 3 Folder is stored in a filing cabinet in the Filing Room.

Section 9. Bullying as Part of a Continuum of Behaviour

It is also important to note that bullying behaviour can be part of a continuum of behaviour rather than a stand-alone issue and in some cases behaviour may escalate beyond that which can be described as bullying to serious physical or sexual assault or harassment. To ensure that any such cases are dealt with appropriately, the school's anti-bullying policy provides appropriate linkages with the overall code of behaviour and provides for referral to be made to relevant external agencies and authorities where appropriate. In cases where a school has serious concerns in relation to managing the behaviour of a pupil, the advice of Psychological Services may be sought.

Section 10: Referral of serious cases to the TUSLA/HSE

In relation to bullying in schools, *Children First National Guidance for the Protection and Welfare of Children 2017* and the *Child Protection Procedures for Primary and Post-Primary Schools 2017* provide that in situations where the incident is serious and where the behaviour is regarded as potentially abusive, the school must consult TUSLA (children up to aged 17), The HSE (for pupils aged 18 and over) and / or the Gardaí (as appropriate) with a view to drawing up an appropriate response, such as a management plan.

Serious cases of bullying will, in accordance with the *Children First National Guidance for the Protection and Welfare of Children 2017* and the *Child Protection Procedures for Primary and Post-Primary Schools 2017*, be referred to TUSLA, The HSE and / or An Garda Síochána, as appropriate.

The Child Protection Procedures for Primary and Post-Primary Schools 2017 also provide that where school personnel have concerns about a child but are not sure whether to report the matter, the Designated Liaison Person must seek advice from TUSLA or the HSE depending on the pupils age.

Section 11: The School's Programme for Working with Pupils Affected by Bullying

The school's programme of support for working with pupils affected by bullying involves a whole school approach. Given the complexity of bullying behaviour, no one intervention/support programme works in all situations. Therefore, various approaches and intervention strategies may be used including suggesting that parents seek referrals so that appropriate outside agencies in order to receive further support for the pupils and their families if needed.

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,
- Making adequate counselling facilities available to pupils who need it in a timely manner,

- 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).
- Implementing a “buddy system” in the school (if applicable)

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 honorable thing and giving them praise for this,
- Making adequate counseling 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 behavior 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.
- Identification of and naming how the student who was being bullied is feeling now and practice of what to do if bullying happens again is done using active learning methodologies incorporating, in particular, role-play, visual supports and social stories
- Identification of ways of meeting the needs of the student who was doing the bullying and implementation of supports, for example, visual reminders and self-management strategies to help them meet their needs without violating the rights of others
- Teaching of skills that are identified as lacking (both parties)
- Class/group/individual discussion
- Extra support from teacher/class team
- Extra support may be sought from the psychology department if deemed necessary
- Co-operation between parent and teacher
- Informal links with others involved with student, for example, the bus escort, to ensure they receive extra support from them as needed

Students should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.

Section 12: 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.

Section 13: Communication with the Board of Management

At least once in every school term, the principal will provide a report to the Board of Management setting out:

- the overall number of bullying cases reported (by means of the bullying recording template at Appendix 3) since the previous report to the Board and
- confirmation that all cases referred to above have been or are being, dealt with in accordance with the school's anti-bullying policy and the Anti- Bullying Procedures for Primary and Post-Primary schools.
- The minutes of the Board of Management meeting must record the above but in doing so must not include any identifying details of the pupils involved.
- It is recommended that the implementation and effectiveness of the anti-bullying policy be included as an agenda item for staff meetings so as to ensure that concerns about the policy or the welfare of individual pupils can be shared and effectively addressed.

Section 14: 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.

This policy was adopted by the Board of Management on 28th June 2022.

This policy has been made available to school personnel, published on the school website (www.crcschool.scoilnet.ie) and provided to the Parents' Association. A copy of this policy will be made available to the Department of Education and Science 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 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 of Education and Science.

Signed: _____

(Chairperson of Board of Management)

Signed: _____

(Principal)

Date: _____

Date: _____

Date of next review: _____

Appendix 1: Definition and Types of Bullying

Definition of Bullying

In the context of these procedures, bullying is defined as 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 this non-exhaustive definition:

- (i) deliberate exclusion, malicious gossip and other forms of relational bullying.
- (ii) cyber-bullying; and
- (iii) 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.

In addition, in the context of these procedures 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.

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 this definition of bullying and should be dealt with, as appropriate, in accordance with the school's code of behaviour. A single incident can have a serious effect on a pupil and may also constitute harassment which is legally prohibited in schools under equality legislation. Harassment is any form of unwanted conduct related to any of the nine discriminatory grounds (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).

Types of Bullying

The following are some of the types of bullying behaviour that can occur amongst pupils:

- **Physical aggression:** This behaviour includes pushing, shoving, punching, kicking, poking and tripping people. It may also take the form of severe physical assault. While pupils often engage in 'mess fights', they can sometimes be used as a disguise for physical harassment or inflicting pain.

- **Intimidation:** Some bullying behaviour takes the form of intimidation: it may be based on the use of very aggressive body language with the voice being used as a weapon. Particularly upsetting can be a facial expression which conveys aggression and/or dislike.
- **Isolation/exclusion and other relational bullying:** This occurs where a certain person is deliberately isolated, excluded or ignored by some or all of the class group. This practice is usually initiated by the person engaged in bullying behaviour and can be difficult to detect. It may be accompanied by writing insulting remarks about the pupil in public places, by passing around notes about or drawings of the pupil or by whispering insults about them loud enough to be heard. Relational bullying occurs when a person's attempts to socialise and form relationships with peers are repeatedly rejected or undermined. One of the most common forms includes control: "Do this or I won't be your friend anymore" (implied or stated); a group ganging up against one person (girl or boy); non-verbal gesturing; malicious gossip; spreading rumours about a person or giving them the "silent treatment".
- **Cyber-bullying:** This type of bullying is increasingly common and is continuously evolving. It is bullying carried out using information and communication technologies such as text, social network sites, e-mail, instant messaging (IM), apps, gaming sites, chat-rooms and other online technologies. Being the target of inappropriate or hurtful messages is the most common form of online bullying. As cyber-bullying uses technology to perpetrate bullying behaviour and does not require face to face contact, cyber-bullying can occur at any time (day or night). Many forms of bullying can be facilitated through cyber-bullying. For example, a target may be sent homophobic text messages or pictures may be posted with negative comments about a person's sexuality, appearance etc.
- **Name calling:** Persistent name-calling directed at the same individual(s) which hurts, insults or humiliates should be regarded as a form of bullying behaviour. Often name-calling of this type refers to physical appearance, e.g., size or clothes worn. Accent or distinctive voice characteristics may attract negative attention. Academic ability can also provoke name calling. This tends to operate at two extremes. There are those who are singled out for attention because they are perceived to be weak academically. At the other extreme there are those who, because they are perceived as high achievers, are also targeted.
- **Damage to property:** Personal property can be the focus of attention for bullying behaviour. This may result in damage to clothing, mobile phone or other devices, schoolbooks and other learning material or interference with a pupil's locker or bicycle. The contents of school bags and pencil cases may be scattered on the floor. Items of personal property may be defaced, broken, stolen or hidden.
- **Extortion:** Demands for money may be made, often accompanied by threats (sometimes carried out in the event of the targeted pupil not delivering on the demand). A pupil may also be forced into theft of property for delivery to another who is engaged in bullying behaviour.

Appendix 2: Practical Tips for Building a Positive School Culture and Climate

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

- Implementation of Education in Human Values throughout the School Community, to become a values-based school.
- Model respectful behaviour to all members of the school community at all times.
- Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.
- Display key respect messages in classrooms, in communal areas and around the school. Involve pupils in the development of these messages.
- Catch them being good - notice and acknowledge desired respectful behaviour by providing positive attention.
- Consistently tackle the use of discriminatory and derogatory language in the school – this includes homophobic and racist language and language that is belittling of pupils with a disability or SEN.
- Give constructive feedback to pupils when respectful behaviour and respectful language are absent.
- Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.
- Explicitly teach pupils about the appropriate use of social media.
- Positively encourage pupils to comply with the school rules on mobile phone and internet use.

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

- Actively involve parents and/or the Parents' Association in awareness raising campaigns around social media.
- Actively promote the right of every member of the school community to be safe and secure in school.
- Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas.
- All staff can actively watch out for signs of bullying behavior.

- Ensure there is adequate playground/outdoor supervision.
- School staff can get pupils to help them to identify bullying “hot spots” and “hot times” for bullying in the school.
 - Hot spots tend to be in the outdoor areas, corridors and other areas of unstructured supervision.
 - Hot times again tend to be times where there is less structured supervision such as when pupils are in transition in and out of the classroom.
- Support the establishment and work of student councils.

Appendix 3: 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 / Garden	
Other Pupil		Classroom	
Parent		Corridor	
Teacher		Toilets	
SNA, Escort, Clinic Staff, Volunteers, Drivers, Placement Volunteers		School Bus	
		Other : Clinic Premises	

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

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6. Type of Bullying Behaviour (tick relevant box(es) *			
Physical Aggression		Cyber-bullying / Social Media	
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

Intervention Strategies:
Name of Person responsible for implementation:


Signed _____ (Relevant Teacher) Date _____

Date submitted to Principal/Deputy Principal _____

Appendix 4: Checklist for Annual Review of the 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.

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?	Yes
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	Yes
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	Yes
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?	Yes
Has the Board put in place an action plan to address any areas for improvement?	Yes

Signed: 
Chairperson, Board of Management

Signed: 
Principal

Date: 28th June 2022


Notification Regarding the Board of Management's Annual Review of the Anti-Bullying Policy

To: _____

The Board of Management 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 the CRC School.
- This review was conducted in accordance with the checklist set out in Appendix 3 of the Department's *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

Signed:  Chairperson, Board of Management

Signed:  Principal

Date: 28th June 2022

Appendix 5: Acceptable Use Policy



Acceptable Use Policy

Address Central Remedial Clinic School Vernon Avenue
Clontarf Dublin 3 D03 K298

Telephone 01 8542230

Email mbcollins@crc.ie

Website <http://www.crcschool.scoilnet.ie>

School Name Central Remedial Clinic School

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General Approach

The aim of this Internet Acceptable Use Policy (AUP) is to ensure that pupils will benefit from the learning opportunities offered by the school's internet resources in a safe and effective manner.

Internet use and access is considered a school resource and privilege. If the school AUP is not adhered to this privilege may be withdrawn and appropriate sanctions will be imposed.

This Acceptable Use Policy applies to pupils who have access to and are users of the internet in Central Remedial Clinic School. It also applies to members of staff, volunteers, parents, carers and others who access the internet in Central Remedial Clinic School.

When using the internet pupils, parents and staff are expected:

- To treat others with respect at all times.
- Not undertake any actions that may bring the school into disrepute.
- Respect the right to privacy of all other members of the school community.
- Respect copyright and acknowledge creators when using online content and resources.

Central Remedial Clinic School will deal with incidents that take place outside the school that impact on the wellbeing of pupils or staff under this policy and associated codes of behaviour and anti-bullying policies. In such cases, we will, where known, inform parents/carers of incidents of inappropriate online behaviour that take place out of school and impose the appropriate sanctions.

Should serious online safety incidents take place, School Principal Mary Collins should be informed.

Central Remedial Clinic School implements the following strategies on promoting safer use of the Internet:

- Pupils will be provided with education in the area of internet safety as part of our implementation of the SPHE and CSPE curriculum.
- Teachers will be provided with continuing professional development opportunities in the area of internet safety.
- We participate actively in Safer Internet Day activities to promote safer more effective use of the internet.

This policy and its implementation will be reviewed annually by the Board of Management and teaching staff.

This policy has been developed by a working group including: Principal, Deputy Principal, teachers and representatives of the Board of Management.

The school will monitor the impact of the policy using:

- Internal monitoring data for network activity.
- Surveys and/or questionnaires of pupils, parents, and teaching staff.

The implementation of this Internet Acceptable Use policy will be monitored by an AUP committee.

Content Filtering

Our school has chosen to implement the following level on content filtering on the Schools Broadband Network:

Level 5 This level allows access to millions of websites including games and YouTube and allows access to personal websites category, and other similar types of websites, such as blogs but blocks access to websites belonging to the personal websites category and websites such as Facebook belonging to the Social Networking category.

Web Browsing and Downloading

Pupils will report accidental accessing of inappropriate materials in the classroom to their teacher. The teacher will then inform the principal and the technology coordinator.

Pupils and staff will be aware that any usage, including distributing or receiving information, school-related or personal, may be monitored for unusual activity, security and/or network management reasons.

Email and Messaging

Pupils will use approved class email accounts only under supervision or with the permission of their teacher. Students should immediately report the receipt of any communication that makes them feel uncomfortable, is offensive, discriminatory, threatening or bullying in nature and must not respond to any such communication.

Social Media

The internet provides a range of social media tools that allow us to interact and keep in touch. While recognising the benefits of these media for new opportunities for communication, this policy sets out the principles that members of our school community are expected to follow when using social media. The principles set out in this policy are designed to help ensure that social media is used responsibly so that the confidentiality of pupils and other staff and the reputation of the school is protected.

This policy applies to personal websites such as social networking sites (for example Facebook), blogs, mircoblogs (such as Twitter), chatrooms, forums, podcasts, open access online encyclopedias such as Wikipedia, social bookmarking sites such as del.icio.us and content sharing sites such as Flickr and YouTube.

Social Media Protocol

Staff and pupils must not discuss personal information about pupils, staff and other members of the Central Remedial Clinic School community on social media.

Staff and pupils must not use school email addresses for setting up personal social media accounts or to communicate through such media.

Staff and pupils must not engage in activities involving social media which might bring Central Remedial Clinic School or CRC Clinic into disrepute.

Staff and pupils must not represent their personal views as those of Central Remedial Clinic School on any social medium.

Use of Personal Devices

Pupils using their own technology in school should follow the rules set out in this agreement, in the same way as if they were using school equipment.

The following statements apply to the use of internet-enabled devices such as tablets, gaming devices, and digital music players in Central Remedial Clinic School:

Students are allowed to bring personal internet-enabled devices into Central Remedial Clinic School only if permission has been granted by their teacher and School Principal.

Images & Video

Staff, parents / carers, visitors and pupils need to be aware of the risks associated with publishing digital images on the internet. Such images may provide opportunities for harassment or breaches of privacy to take place. Digital images may remain available on the internet forever and

may cause harm to individuals in the short or longer term. Care should be taken when taking photographic or video images that pupils are appropriately dressed and are not participating in activities that might bring the individuals or the school into disrepute.

At Central Remedial Clinic School, staff and pupils must not take, use, share, publish or distribute images of others without their permission.

Taking photos or videos on school grounds or when participating in school activities is only allowed with the express permission of the school Principal.

Written permission from parents or carers will be obtained before photographs of pupils are used beyond the school environment/building including online platforms.

Cyberbullying

Measures are taken by Central Remedial Clinic School to ensure that staff and pupils are aware that bullying is defined as unwanted negative behaviour, verbal, psychological or physical, conducted by an individual or group against another person (or persons) and which is repeated over time. This definition includes cyber-bullying even when it happens outside the school.

The prevention of cyber bullying is an integral part of the anti-bullying policy of our school. When using the internet pupils, parents and staff are expected to treat others with respect at all times.

Engaging in online activities with the intention to harm, harass, or embarrass another pupil or member of staff is an unacceptable and absolutely prohibited behaviour, with serious consequences and sanctions for those involved.

Remote Learning

CRC School will invoke its Remote Learning protocols in circumstances where normal classroom-based teaching is not possible. School policies based on the protection of our student population are also applicable to Remote Learning. These policies include:

- Code of Behaviour
- Child Safeguarding Policy
- Anti-Bullying Policy
- Admissions Policy
- SPHE Policy
- RSE Policy
- Internet Acceptable Usage Policy for students and staff
- Digital Learning Plan
- Critical Incident Policy

General Guidelines

The document The Use of Technology for Remote Learning in the CRC School, will be adhered to and signed by Staff and Parents.

Communication with home will take place during normal school hours. In addition, the normal school calendar will apply. Teaching and learning best practice will continue to apply. Staff will check that consent has been given, before setting up a pupil profile for an online app. The primary aim is to cover the required curriculum content, as far as practicable. As in face-to-face interactions, courtesy and respect for others will be paramount.

Any behaviour or language deemed inappropriate during school applies online and after established school times. The consequences for such behaviour will be the same as if the pupil was in school. Any language directed towards a fellow pupil or teacher or SNA that is aggressive/ threatening or offensive will be dealt with through the code of behaviour. The criteria for mandated Child Protection reporting remains the same as if the child was being taught in school.

All provisions relating to the pupil's data remains the same under GDPR procedures and guidelines. As per all matters pertaining to our school's Code of Behaviour, if a pupil acts in a fashion that is contrary to our Code's expectations, they may receive a sanction as per the Code. It is expected that all pupils and teachers and SNAs will engage as best they can with all efforts at online teaching and learning so as not to be behind when normal school resumes.

Technologies

Seesaw

The main application for distance teaching and learning will be Seesaw (www.seesaw.me) - a cross-platform digital portfolio system providing a two-way communication channel with students and parents / guardians. Parental consent forms for student use of Seesaw are stored electronically. Seesaw is fully GDPR-compliant and was introduced across the entire school in September 2019 after an initial trial period. Information on data protection on Seesaw is available at this link: <https://help.seesaw.me/hc/en-us/articles/203258429->

[How-does-Seesaw-help-keep-student-data-safe-](#) During distance learning situations, SNAs will join the Seesaw interactions using a student profile.

Live online classes: Zoom

Where it is deemed appropriate, CRC School will use a video conferencing service to enhance pupil interaction and to minimize the effects of isolation.

As an interim measure and having sought the advice of the Digital Protection officer at NABMSE, CRC school has been using Zoom for video conferencing.

To minimize any potential data protection breaches while using Zoom, the **following additional guidelines apply:**

- Students must always follow the direction of their teacher, just as in a physical classroom
- Students will have their microphones on mute, unless directed otherwise by their teacher.
- A zoom link is intended for the student only.
- Under no circumstances can pictures or recordings be taken of video calls.
- Staff, families and students are expected to behave in an appropriate, safe, respectful and kind manner online.
- It is the duty of parents/guardians to supervise children while they are working online and to ensure any content which they are submitting to their teacher is appropriate.
- Any electronic forms of communication will be for educational purposes and to allow for communication with families.

Technical Guidelines for Teachers

- A unique ID will be generated for each Zoom meeting.
- Each Zoom meeting will require a password.
- Teachers will create a Waiting Room while credentials are checked.
- Only the teacher will give permission for participants to share screen
- All Zoom meetings are invite-only.
- All meetings are locked once they begin, to prevent any unauthorized intrusion.

Guidelines for Participants

**Participants in the CRC School online Zoom classroom and meetings instance are, pupils, family members, teachers, SNAs and guests (given approval by School Principal).*

The CRC School Code of Behaviour applies to online Zoom classrooms and Zoom meetings.

The CRC Communication Policy, where appropriate, applies to online Zoom classrooms and meetings.

The criteria for mandated Child Protection reporting remains the same as if the child was being taught in school.

As per all matters pertaining to our school's Code of Behaviour, if a pupil acts in a fashion that is contrary to our Code's expectations, they may receive a sanction as per the Code.

We are using a high trust model. Teachers will trust pupils to behave appropriately online, as they would in their real classroom.

Any behaviour or language deemed inappropriate during school applies online and after established school times.

Any language directed towards a fellow pupil or teacher or SNA that is aggressive/ threatening or offensive will be dealt with through the Code of Behaviour.

All provisions relating to the pupil's data remains the same under GDPR procedures and guidelines.

It is expected that all pupils, teachers and SNAs will engage as best they can with all efforts at online teaching and learning to ensure the continuation of education.

Participants clothing must be appropriate. Participants should also be cognisant of the setting in which they conduct their live classes and be mindful of any personal belongings which may be visible on camera.

Participants **will not** record or photograph the online class or meeting.

School Website

www.crcschool.scolnet.ie

Pupils will be given the opportunity to publish projects, artwork or school work on the internet in accordance with clear policies and approval processes regarding the content that can be loaded to the school's website.

The website will be regularly checked to ensure that there is no content that compromises the safety, privacy, or reputation of students or staff.

Webpages allowing comments or user-generated content will be pre-moderated and checked frequently to ensure that they do not contain any inappropriate or offensive content.

Personal student information including home address and contact details will not be published on Central Remedial Clinic School web pages.

Legislation

Legislation:

The school will provide information on the following legislation relating to use of the Internet which teachers, pupils and parents should familiarise themselves with:

Data Protection (Amendment) Act 2003

Child Trafficking and Pornography Act 1998

Interception Act 1993

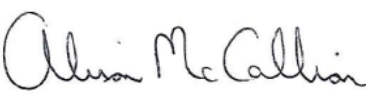
Video Recordings Act 1989

The Data Protection Act 1988

Policy Review

This policy was ratified by the CRC School Board of Management on:

15/02/21

Signed : 

To be reviewed in 2 years

Permission Form

I agree to follow the school's Acceptable Use Policy on the use of the Internet. I will use the Internet in a responsible way and obey all the rules explained to me by the school.

Student's Signature: _____

Parent/Guardian : _____

Date: _____

As the parent or legal guardian of the above student, I have read the Acceptable Use Policy and grant permission for my son or daughter or the child in my care to access the Internet. I understand that Internet access is intended for educational purposes. I also understand that every reasonable precaution has been taken by the school to provide for online safety, but the school cannot be held responsible if students access unsuitable websites.

In relation to the school website, I accept that, if the school considers it appropriate, my child's schoolwork may be chosen for inclusion on the website. I understand and accept the terms of the Acceptable Use Policy relating to publishing students' work on the school website.

Signature: _____ Date: _____

Address: _____

Please review the attached school Internet Acceptable Use Policy, and sign and return this permission form to the Principal.

Staff Agreement

I agree to follow the school's Acceptable Use Policy on the use of the Internet. I will use the Internet in a responsible way and obey all the rules explained to me by the school.

Staff Signature: _____

Date: _____

Please review the attached school Internet Acceptable Use Policy, and sign and return this permission form to the Principal.

Notes and links to other schools' AUPs for distance learning

<https://www.webwise.ie/teachers/aup-distance-learning/>

<https://www.citywestetns.ie/distance-learning-aup.html>

St. Joseph's AUP: <https://drive.google.com/file/d/1HHC5mZ7yusnZLLRAxKvS2Tq9tV2keQY4/view>

<https://www.castleknockcollege.ie/distance-learning/distance-learning-policy/>

Coláiste Mhuire Policy <https://www.cmco.ie/covid-19/>

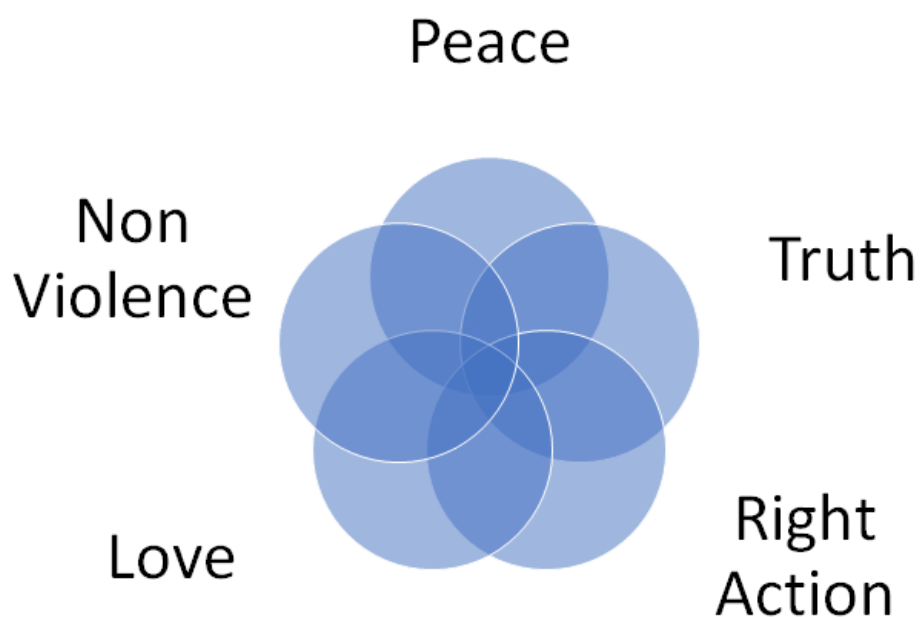
DES Advice Doc <https://www.education.ie/en/Schools-Colleges/Information/guidance-on-continuity-of-schooling.pdf>

Loreto College Policy <http://www.loretoclonmel.ie/wp-content/uploads/2020/03/Remote-Teaching-and-Learning-Protocols-for-Students.pdf>

Appendix 6: Education in Human Values (EHV)

Ethical Curriculum: The 5 Universal Human Values

CRC School – Education in Human Values (EHV)



Central Remedial Clinic School will incorporate a new Ethical Curriculum into the schools' overall School Plan. This is called "The 5 Universal Human Values". These values are based on an international model of values education called Education in Human Values (EHV). The EHV model of values education focuses on the five universal values of Truth, Love, Peace, Right Action and Non-Violence. There are numerous sub-values relating to each of the five main values.

The simple process of putting a deliberate focus on these universal human values with children and teenagers proves to significantly boost their self-esteem and positive behaviour, along with having many positive effects on their social, personal, and emotional lives.

In this school we would aim to incorporate and adapt human values education into our existing pupil-focussed curriculum using a multi-sensory approach. It is hoped that the more experiential the learning is for our pupils, the more effect it may have on pupils' self-esteem, confidence, and positive behaviour.

There are five methodologies of EHV:

1. Quotations
2. Storytelling
3. Meditation
4. Activity - acknowledgment and celebrating achievement
5. Music & Song

In our school, we would try to intertwine the Human Value alongside our other Curriculum Planning so that the values become integral to all that we do.

The following actions will be taken to integrate human values education into our school life:

- A focus on one main universal value for a two-month period.
 - A focus on a related sub-value for one month (eg. Value of PEACE for November and December. Focusing on Gratitude for November and Positivity for December as sub-values of PEACE.)
 - Each value has a corresponding colour, song/s and Object of Reference. New Lámh signs will be introduced to link with the chosen sub-value and song/s
-
- **Daily** - every class will refer to the value at circle time (using a combination of fabric in the colour of the value, object of reference, and song/s) in ways that are meaningful to the pupils in that class
 - Classes will incorporate stories, related to the value or sub-value, and suited to the children's level of ability over the month
 - Classes will incorporate guided meditations linked to the value over the month
 - Values display board in School Corridor to highlight the value currently in focus depicting our school as: "We are a Values School"
 - Plan to have a small display board in each classroom depicting the value and sub-value.

Human Values Plan: School Year 2021 - 2022 DRAFT

September & October - Value: Non-Violence					
Song: What a Wonderful World					
Colour	Object Reference	of	Related Sub-Value Sept	Related Sub-Value Oct	Classes
Green	Small ball with "Earth" Design		Concern for others	Appreciation	
November & December - Value: Peace					
Song: What a Wonderful World					
Colour	Object Reference	of	Related Sub-Value Nov	Related Sub-Value Dec	Classes
Purple	Dove		Gratitude	Positivity	
January & February - Value: Love					
Song:					
Colour	Object Reference	of	Related Sub-Value Jan	Related Sub-Value Feb	Classes
Red	Love heart		Kindness	Sharing	
March & April - Value: Right Action					
Song:					
Colour	Object Reference	of	Related Sub-Value March	Related Sub-Value April	Classes
Yellow	Smiley Emoji		Courage	Healthy Eating	
May & June - Value: Truth					
Song:					
Colour	Object Reference	of	Related Sub-Value May	Related Sub-Value June	Classes
Blue	Mirror		Being yourself	Curiosity	