**Anti-Bullying policy**

**Ballina Primary School**

**Introduction**

This document is primarily used for child to child peer interactions. It should be read in conjunction with the school’s Code of Responsible Behaviour.

Ballina Primary School Community 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 taken seriously and dealt with, having due regard for the well-being of the targeted pupil(s) and the perpetrator(s).

The immediate priority, should a bullying incident occur, is ending the bullying, resolving the issues, and restoring the relationships involved insofar as is practicable using a “Reform, not Blame” approach. All pupils are expected to contribute to the creation and maintenance of a safe environment in the school. Awareness of bullying and willingness to take action to prevent or stop it is part of our school philosophy.

More information on bullying is available in *Appendix 3: “Information on Bullying “.*

**Aims of the Anti-Bullying Policy:**

* To create a positive school culture and climate that is inclusive and welcoming of difference;
* To create a school climate which is open, supportive, and encourages pupils to disclose and discuss bullying behaviour;
* To raise awareness amongst the entire school community (including school management, teachers, pupils, parents, volunteers) that bullying is unacceptable behaviour;
* To ensure comprehensive supervision and monitoring through which all aspects of school activity are kept under observation;
* To provide procedures for investigating and dealing with bullying behaviour;
* To provide procedures for noting and reporting bullying behaviour;
* To develop a programme of support for those affected by bullying behaviour and for those involved in bullying behaviour;
* To work with and through the various local agencies in countering all forms of bullying and anti-social behaviour;
* To facilitate ongoing evaluation of the effectiveness of the school’s anti-bullying policy.

**Anti- Bullying Policy Ballina Primary School**

1. In accordance with the requirements of the Education (Welfare) Act 2000 and the Code of Behaviour Guidelines issued by the NEWB, the Board of Management of Ballina Primary School has adopted the following Anti-Bullying Policy within the framework of the school’s overall Code of Responsible 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.

This policy must be read in conjunction with the school’s Code of Behaviour and existing Anti-Bullying Measures and Procedures.

1. The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:

**Key Principles of Best Practice:**

1. 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;

A cornerstone in the prevention of bullying is the existence of a positive school culture and climate that is welcoming of difference and diversity and is based on inclusivity and respect. A school policy on bullying is most effective when supported by a positive school climate which encourages respect, trust, care, consideration and support for others.

The school endeavours to create an environment where pupils feel comfortable and free to discuss and disclose incidents of bullying. This may also require that prevailing attitudes in the school are challenged so that pupils realise that they also have a responsibility for the safety and welfare of fellow pupils.

1. Effective leadership.
2. A school-wide approach;
3. A shared understanding of what bullying is and its impact;
4. Implementation of education and prevention strategies (including awareness raising measures) that-
   1. build empathy, respect and resilience in pupils; and
   2. explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.
5. Effective supervision and monitoring of pupils;
6. Supports for all school staff;
7. Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies);
8. On-going evaluation of the effectiveness of the anti-bullying policy.
9. 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
* 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.

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

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 of or by 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 through the use of 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, school books and other learning material or interference with same. 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.

**Some examples of bullying behaviours**

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| --- | --- |
| General behaviours which apply to all types of bullying | * 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. |
| **Cyber** | * **Denigration**: Spreading rumours, 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/YouTube or on games consoles * Abusive website comments/Blogs/Pictures * Abusive posts on any form of communication technology |

**Identity Based Behaviours**

Including any of the nine discriminatory grounds mentioned in Equality Legislation (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).

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| --- | --- |
| **Homophobic and**  **Transgender** | * Spreading rumours about a person’s sexual orientation * Taunting a person of a different sexual orientation * Name calling e.g. Gay, queer, lesbian...used in a derogatory manner * Physical intimidation or attacks |
| **Race, nationality, ethnic**  **background and**  **membership of the**  **Traveller community** | * 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** | This involves manipulating relationships as a means of bullying. Behaviours include:   * Malicious gossip * Isolation & exclusion * Ignoring * Excluding from the group * Taking someone’s friends away * “Bitching” * Spreading rumours * Breaking confidence * Talking loud enough so that the victim can hear * The “look” * Use or terminology such as ‘nerd’ in a derogatory way |
| **Sexual** | * Unwelcome or inappropriate sexual comments or touching * Harassment |
| **Special Educational Needs, Disability** | * 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 |

1. **The relevant teachers for investigating and dealing with bullying are:**

* the Class Teacher/s
* the School Principal/Deputy Principal
* the relevant SET (Special Education Teacher(s)) who is/are involved with the specific class.

1. **The education and prevention strategies (including strategies specifically aimed at cyber bullying and identity based bullying in particular, homophobic and transphobic bullying) will be as follows:**

* 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 the highlighting of 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 (CPD) on bullying to ensure that all staff develop an awareness of what bullying is, how it impacts on pupils’ lives and the need to respond to it.
* 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 extracurricular 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.
* The school’s Anti-bullying Policy is discussed with pupils annually and all parent(s)/guardian(s) are given a copy as part of the Code of Behaviour of the school on enrolment of their child. Parents are required to accept the Anti-Bullying Policy and Code of Behaviour as a condition of enrolment. Parents acknowledge that they have read, understood and agreed to these procedures by signing the school Registration Form and returning to the school. A copy of both of these policies is available on the school website.
* The implementation of regular whole school awareness measures: regular assemblies/talks by Príomhoide and class teachers, dedicated notice board on the promotion of friendship and bullying prevention and Annual Friendship Week for the school community. (While the aim of this annual event remains the same i.e., to counter bullying behaviour, the emphasis is now on the important role that friendships play in people’s lives. Friendships don’t happen, they must be worked at and this week gives everyone the opportunity to forge new friendships and renew and strengthen old ones.
* **Creating a culture of “TELLING**”. Teachers should repeatedly reinforce the message that if anyone is the victim of bullying behaviour, he/she should not retaliate in any way but should tell an adult. Victims should be reassured that if they tell, something will be done about the bullying in a safe manner and all reported incidents will be dealt with. In this 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/ class work.
    - Get a parent(s)/guardian(s) or friend to tell on your behalf.
    - Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place
    - A “Buddy Box” may be operated in some classes.
* Ensuring that pupils know: **If you’re being bullied what can you do? (***Appendix 3*)
* Formal programmes of work are a vital element in raising pupil’s self-esteem and equipping children with skills to cope with bullying behaviour i.e. “Stay Safe”, “RSE”, “Grow in Love”, “Webwise”, “Friends for Life” and “Circle Time”. Programmes take into account the age and maturity of the pupils concerned.
* Positive reinforcement of good behaviour by teachers in classroom setting (Class dojo, Student of the Week/Month, Golden Time, stars, stickers, homework passes etc).
* Encouraging students to look out for each other and to be responsible for their own behaviour.
* A parent or guardian should make an appointment with the class teacher if they suspect that their child is being bullied. The class teacher will investigate in accordance with section 6 of this policy.
* The school has an Acceptable Use Policy to ensure that the access to technology within the school is strictly monitored, as is the pupil’s use of mobile phones.
* The support of outside agencies to help in the education of pupils in the areas of Homophobic/Transphobic Bullying; Cyber-Bullying; Healthy Living and Positive Mental & Emotional Health.
* Involvement of the Board of Management and the Parents’ Association in contributing to our whole school approach on anti-bullying and a positive school environment.
* Involvement of Senior Students through Buddy System/helpers that can encourage a culture of peer respect and support.

**Implementation of Curricula.**

* The full implementation of the SPHE curricula and the RSE and Stay Safe Programmes.
* Continuous Professional Development (CPD) for staff in delivering these programmes.
* School delivery of “Friends for Life” in the Senior Classes.
* Lessons delivered by the Community Gardai cover issues around personal safety and cyber-bullying.
* School wide delivery of lessons related to friendships/bullying during Friendship Week. Many bullying incidents escalate out of small scale arguments/misunderstandings. Pupils need to develop the skills and confidence to deal with bullying incidents.
* 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.

1. **Procedures for investigating and dealing with bullying**

The school’s procedure for investigating, follow- up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying are as follows:

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

**Reporting bullying behaviour**

* Any pupil or parent(s)/guardian(s) may bring a bullying incident to any teacher in the school.
* All reports will be investigated and dealt with by the relevant teacher(s).
* Teaching and non-teaching staff such as the School Secretary, Special Needs Assistants (SNAs), Caretaker, Cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher.

**Investigating and dealing with incidents:**

**Preliminary Investigation:**

* The “relevant teacher” (the class teacher) investigates all instances of reported or suspected bullying behaviour, with a view to establishing the facts and bringing any such behaviour to an end.
* 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.
* 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 and professional problem-solving approach.
* Where possible incidents will be investigated outside the classroom situation, to ensure the privacy of all involved.
* The School, through the “relevant teacher” reserves the right to ask any pupil to write an account of what happened, as part of an investigation. This will be a standard procedure and does not necessarily imply that a pupil is guilty of misbehaviour. It will also be age appropriate.
* 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 and may be interviewed.
* When analysing incidents of bullying behaviour, “the relevant teacher” will seek answers to questions of what, where, when, who and why. This will 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 will be interviewed individually at first. Thereafter, all those involved may be met as a group. At the group meeting, each member will 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 by the teacher through any possible pressures that may face them from the other members of the group after the interview by the teacher.
* In cases where it has been determined by “the relevant teacher” that bullying behaviour has occurred, the parent(s)/guardian(s) of the parties involved 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 should give parent(s)/guardian(s) an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports provided to the pupils.
* Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it 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 also be made clear to all involved (each set of pupils and parent(s)/guardian(s)) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parent(s)/guardian(s) and the school.

**Formal Investigating Step 1**

* **In the event that bullying behaviour has taken place** the pupil(s) involved are asked to sign a *“Pupil Behaviour Contract 1.” (Appendix 1*) that they will treat all pupils fairly, equally and respectfully including the targeted pupils.
* The “relevant teacher/class teacher” does not apportion blame but rather treats bullying behaviour as a “mistake” that can and must be remedied. He/She emphasises that the intention is not to punish perpetrators but to talk to them, to explain how harmful and hurtful bullying is and to seek a promise that it will stop. If that promise is forthcoming and is honoured there will be no penalty and that will be the end of the matter.
* In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parent(s)/ guardian(s) of the parties involved should be contacted at an early stage to inform them of the matter. The school should give parent(s)/guardian(s) an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports provided to the pupils.

**Formal Investigating Step 2**

If a pupil has signed such a promise but then chooses to break that promise and continues with the bullying behaviour, then it can no longer be considered a “Mistake”. In this event parent(s)/guardian(s) will be informed and requested to countersign their child’s promise *(“*Pupil Behaviour Contract 2” Appendix 2)

**Formal Investigating Step 3**

* Breach of this additional promise by further bullying behaviour is regarded as a very grave matter and will be referred to the Principal. Sanctions according to the school’s Code of Responsible Behaviour may be imposed by the school authorities. In any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parent(s)/guardians and the school.
* The parents of the bullied child will also be informed. A meeting will be arranged for the relevant teacher and the Principal to speak to the parents of the bullied child and the school’s programme for supporting pupils who have been bullied discussed. A plan of action will be decided.

**Follow Up and Recording**

* Incidents will be logged by the relevant class teacher and, in instances where the behaviour has not been appropriately addressed within 20 days (the bullying behaviour to have ceased; issues between the parties resolved as far as practicable; the relationships between the parties restored as far as practicable), the bullying behaviour will be recorded by the class teacher on the recording template in Appendix 3 of Anti–Bullying Procedures for Primary and Post Primary Schools. This template will be completed in full and a copy given to the Principal/Deputy Principal.
* Where the parent(s)/guardian(s) is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent(s)/guardian(s) must be referred as appropriate, to the school’s Complaints Procedures.
* In the event that the parent(s)/guardian(s) have exhausted the school’s complaints procedures and are still not satisfied, the school must advise the parent(s)/guardians(s) of their right to make a complaint to the Ombudsman for Children.

**Recording of Bullying Behaviour**

It is important that all recording of bullying incidents must be done in an objective and factual manner. The school’s procedure for noting and reporting bullying are as follows:

**Informal Recording: Pre-determination that bullying has occurred**

* All teachers must keep a written record of any incident witnessed by them or notified to them in their class incident book.
* While all reports 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.
* The relevant teacher must inform the Principal of all incidents being investigated.

**Informal Recording (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 issue and restore as far as practicable and the relationships of the parties involved. (Appendix 1 & Appendix 2)

**Formal Recording Appendix 3 (Department of Education Anti-Bullying Procedures for Primary & Post-Primary Schools).**

* The relevant teacher must use the recording template at *Appendix 3 Department of Education Anti-Bullying Procedures for Primary and Post Primary Schools* to record the bullying behaviour in the following circumstances:
* 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/confirmed that bullying behaviour occurred and a copy maintained by the Principal/Deputy Principal.
* Appendix 3 Record will be kept on the pupil’s file and retained securely in the school until the pupil reaches 21/22 years of age (nine years after the pupil leaves 6th class).

1. **The school’s programme of support for working with pupils affected by bullying is as follows:**

Bullied Pupils

* Ensuring the school culture fosters respect for bullied pupils and all pupils.
* Ensuring the school culture fosters empathy towards and support for bullied pupils.
* Indicating clearly that the bullying is not the fault of the targeted pupil through the awareness-raising/friendship week programmes.
* 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.
* Group work such as circle time to raise their self-esteem and to build resilience.
* Encouragement to become involved in activities, i.e. extracurricular group or team activities during or after school to enhance friendships and social skills.
* If pupils require counselling facilities, the school will endeavour to liaise with the appropriate agencies to organise same.

Bullying Pupils

* Making it clear that bullying pupils who reform are not blamed and get a “clean sheet”.
* Making it clear that bullying pupils who reform are doing the right and honourable thing and giving them praise for this.
* Group work such as circle time and learning strategies through the curriculum to raise their self –esteem and feelings of self worth.
* Encouragement to become involved in activities that enhance friendships and social skills.
* Where deemed necessary, the pupil in consultation with parents may be referred to counselling.

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

The school will also remind parents of the dangers of “cyber-bullying” as can happen with the use of social networking and mobile phones. We also direct attention to the school’s Acceptable Use Policy (AUP).

The school will work with the Parents’ Association in providing information for parents on bullying issues/training/workshops as deemed necessary.

The school cannot be responsible for disagreements between pupils that happen outside the school grounds but will make reasonable efforts to co-operate with parent(s)/guardian(s) in assisting them to resolve the issues.

More information is included in Appendix 3: “*Information on Bullying”.*

1. **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.

1. **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.

1. This policy was adopted by the Board of Management.
2. This policy has been made available to school personnel, published on the school website (or is otherwise readily accessible to parents and pupils on request and it is published in our school Information Booklet) and a copy provided to the Parents’ Association . A copy of this policy will be made available to the Department of Education and Skills and the Patron if requested.
3. 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 (otherwise readily accessible to parents and pupils on request) and provided to the Parents’ Association. A record of the review and its outcome will be made available, if requested, to the Patron and the Department of Education and Skills.

Ratified by the Board of Management on 4th February 2020.

Mr. Tom Moore

Chairperson