

**St Joseph's**

**Kilcock**

**Anti-Bullying Policy**

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## **1. Introduction**

In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB, the Board of Management of St Joseph's National School has adopted the following *Anti-Bullying Policy* within the framework of the school's overall *Code of Behaviour*. This policy fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools (2013).

## **2. St Joseph's Vision Statement**

St Joseph's is a Catholic, Co-Educational vertical school situated in the town of Kilcock. Our vision at St Joseph's is to provide an inclusive and respectful school environment for all. We aim to work co-operatively as a team to create a caring, kind and happy school. At St Joseph's we promote the wellbeing and safety of all those in our school community. We strive to encourage everyone to reach their potential and to pursue a lifelong love of learning. Integrity and trust are fundamental to our shared vision involving all the partners in the education of our pupils.

## **3. Key Principles of Best Practice**

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

- A positive school culture and climate which is welcoming of difference and diversity and is based on inclusivity; encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and promotes respectful relationships across the school community.
- Effective leadership.
- 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.

*Ref: Anti-Bullying Procedures for Primary and Post-Primary Schools 2013, Chapter 6, Key Principles of Best Practice.*

**4. Definition of Bullying:** In accordance with the *Anti-Bullying Procedures for Primary and Post-Primary Schools 2013*, 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.’***

**5. 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.
- **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.
- **Deliberate 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 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.

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 will be dealt with, as appropriate, in accordance with *St Joseph’s N.S. Code of Behaviour*.

However, in the context of *Anti-Bullying Procedures for Primary and Post-Primary Schools 2013*, 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.

- **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.

- **Slagging:** This behaviour usually refers to the good-natured banter which goes on as part of the normal social interchange between people. However, when this 'slagging' extends to very personal remarks aimed again and again at one individual about appearance, clothing, personal hygiene or involves references of an uncomplimentary nature to members of one's family, particularly if couched in sexual innuendo, then it assumes the form of bullying. It may take the form of suggestive remarks about a pupil's sexual orientation.
- **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, school books and other learning material or interference with a pupil's 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.
- **Identity-based bullying:** This includes 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 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).

Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the school's *Code of Behaviour*.

**6. Vulnerable Pupils:** While bullying can happen to any pupil, it is known that some may be more vulnerable to or at risk of experiencing bullying. Such vulnerable groups include pupils with disabilities or special educational needs, those from ethnic minority and migrant groups and other groupings as outlined in *Anti-Bullying Procedures for Primary and Post-Primary Schools (2013)*.

**7. The 'Relevant' Teacher:** The relevant teacher(s) for investigating and dealing with bullying in St Joseph's are as follows: Class teachers, Support teachers and the Principal.

**8. The Bully/The Aggressor:** It is generally accepted that bullying is a learned behaviour. Pupils who bully tend to display aggressive attitudes combined with a low level of self-discipline. They can lack any sense of remorse; often they convince themselves that the victim deserves the treatment they are receiving.

Pupils who engage in bullying behaviour can also be attention-seeking; often they set out to impress bystanders and enjoy the reaction their behaviour provokes. They tend to lack the ability to empathise. They can appear unaware or indifferent to the victim's feelings. Others seem to enjoy inflicting pain. It is of note that pupils who exhibit bullying behaviour often suffer from a lack of confidence and have low self-esteem.

It is not uncommon to find that pupils who engage in bullying behaviour are also bullied. They tend to be easily provoked and frequently provoke others. A significant proportion of bullying is not merely behavioural but is rooted in a lack of respect for diversity and in social inequalities. "Prejudice-based" or "identity-based" bullying can be a significant factor in bullying behaviour.

However, it must also be recognised that pupils who engage in bullying behaviour do not always intend to bully or may not recognise the potential negative impact of their words and actions on others.

**9. Indications of Bullying Behaviour – Signs and Symptoms:** The following signs/symptoms may suggest that a pupil is being bullied:

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

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

**10. Raising Awareness in the Prevention of Bullying (school-based strategies)** (*See Appendix 2 for further ideas*). St Joseph's will promote a preventative school-wide approach to bullying by implementing the following strategies to ensure a positive school culture and climate is prioritised across the school.

- a. As a staff we will model respectful behaviour to all members of the school community at all times.
- b. As a staff we will agree key respect messages and display them in classrooms, assembly hall and around the school corridors. The pupils will be involved in the

development of these messages and they will be cross-referenced with the school's *Code of Behaviour*.

- c. All teachers will explicitly teach pupils at all class levels what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.
- d. Co-operation among pupils in St Joseph's will be promoted through group/team activities and team sports activities e.g. GAA, soccer, athletics and basketball, where excellent opportunities for channelling and learning how to control aggression can be provided.
- e. When children inform a teacher of a 'bullying' situation which occurred outside of school time, the teacher will advise the child to inform his/her parents/guardians. The child will be encouraged to ask for their support in resolving the situation.
- f. The whole school community will be encouraged to become a 'reporting school' whereby the whole school community is encouraged to report/speak out if they are being bullied or if they witness a bullying situation. In that way pupils will gain confidence in 'telling'. Teachers will make it clear to pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly.
- g. The school will 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.
- h. Teachers will have access to Continuing Professional Development (CPD) events in relation to Anti-Bullying and also set aside planning time as a staff for this area.
- i. All teachers will implement the school's *Acceptable Use Policy* to ensure that access to technology within the school is strictly monitored, as is the pupil's use of mobile phones.
- j. '**Bullying Advice Sheet**' (Appendix 1) which informs children and parents/guardians what to do in a bullying situation, will be brought to the attention of all parents/guardians each school year.
- k. A copy of the school's *Anti-Bullying Policy/Code of Behaviour* will be brought to the attention of parents/guardians of the incoming Junior Infant classes at the Junior Infant Open Day each year. Parents/guardians will be required to sign an

undertaking which supports the policy on our Enrolment form. The revised policy will also be circulated to all parents/guardians of pupils already enrolled in the school and a written undertaking of their support for the policy will be required.

l. The school's *Anti-Bullying Policy and Code of Behaviour* will be available to all parents/guardians and others on the school's website. A hard copy of these documents will be made available to parents/guardians and others on request from the school office.

m. Where the opportunity arises, **guest speakers** with an expertise in the area of /bullying prevention, will be invited to address pupils, staff and parents/guardians.

n. **Implementation of Curricula:**

- All teachers will influence attitudes to bullying behaviour in a range of curricular settings. There is space within the teaching of all curriculum subjects to foster an attitude of respect for all; to promote the value of diversity; to address prejudice and stereotyping and to highlight the unacceptability of bullying behaviour.
- All teachers will implement the school's *Social, Personal and Health Education (SPHE)* and *RSE Programmes* in full (includes Webwise, Stay Safe, Walk Tall), and the Religious Education Programme (Grow n Love).
- Delivery of the Garda SPHE Programmes at primary level which cover issues around personal safety and cyber-bullying.
- The school will implement the advice in 'Sexual Orientation Advice for Schools' (RSE Primary).
- **Friendship Week** will take place annually which will involve class-based/school-based activities that promote co-operation, sharing and friendship between all the children, e.g.
  - circle time, class-based discussions on friendship (making friends/maintaining friendships/resolving conflict/responsibilities towards one another etc.)
  - poetry, prose and drama
  - art work and posters. (Posters designed by pupils will be discussed and displayed throughout the school).

## **11. Procedures for Investigating and Dealing with Bullying Behaviour.**

**Reporting Bullying Behaviour:** Any pupil or parent/guardian may bring a bullying concern to any teacher in the school. In line with *St Joseph's Anti-Bullying Policy*, bullying incidents should be reported to the 'relevant teacher'/or supervising adult for investigation. This reporting may be done by the pupil, parent/guardian or a friend. Non-teaching staff such as the school secretary, special needs assistants (SNAs), the school caretaker, school cleaner and parents/guardians should be encouraged to report any incidents of bullying witnessed by them to the class teacher.

**Investigating and dealing with incidents of bullying behaviour:** Reports of bullying from either staff or parents/guardians should be **recorded**. All reports of bullying which are deemed to be serious or part of a pattern of behaviour will be recorded, investigated and dealt with by the relevant teacher. In this way the children will gain confidence in "telling". This confidence factor is of vital importance. If parents/guardians have concerns about their child being bullied they should consult with the class teacher and/or Principal. Parents/guardians 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.

Where **possible incidents will be investigated outside the classroom** situation to ensure the privacy of all involved. All interviews should be conducted **with sensitivity** and with due regard to the rights of all pupils concerned. Pupils who are not directly involved may also provide information in this way. In investigating and dealing with bullying, the **teacher will exercise his/her professional judgement** to determine whether an incidence of bullying is deemed to have occurred and how best the situation might be resolved. Teachers should take a **calm, unemotional problem-solving approach** when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents/guardians. When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of **What? Where? When? Who? and Why?** This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner.

If a **group** is involved, each member should be **interviewed individually** at first. Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements. **Each member** of a group should be supported through the possible pressures that they may face from the other members of the group after interview by the teacher; it may also be appropriate or helpful to ask those involved to write down their account of the incident(s).

**In cases where it has been determined by the relevant teacher that bullying behaviour has occurred,**

1. **The parent(s)/guardian(s) of the parties involved should be contacted** at an early stage to inform them of the matter and explain the actions being taken with reference to the school *Anti-Bullying Policy*. The school should give parents/guardians an opportunity to discuss ways in which they can reinforce or support the actions being taken by the school;
2. Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, **it should be made clear to him/her how he/she is in breach of the school's anti-bullying policy** and efforts should be made to try to get him/her to see the situation from the perspective of the pupil being bullied;
3. It must also be **made clear to all involved** (each set of pupils and parent(s)/guardian(s)) that in any situation where disciplinary sanctions are required, this is a **private matter** between the pupil being disciplined, his or her parent(s)/guardian(s) and the school;
4. **If the bullying recurs, a formal contract** will be entered into by both parties and the parent(s)/guardian(s) of both parties will be informed. The contract will be monitored regularly by the Principal with the assistance of the relevant teacher and another member of staff to see that the situation is resolved.
5. If after the above, the **bullying behaviour recurs, a formal meeting** of the perpetrator, his/her parent(s)/guardian(s), the Principal and the Chairperson of the Board of Management will be held and a **formal suspension** in line with the school's *Code of Behaviour* **may/will occur**. The Chairperson will have the authority to enact an immediate suspension or in certain circumstances may issue

a final Chairperson's warning to the perpetrator e.g. where an extended period of time has elapsed since the last incident. The school's *Code of Behaviour* will be invoked from this point on.

**Follow-up and Recording:** 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 the bullying behaviour has ceased; whether any issues between the parties have been resolved as far as is practicable; whether the relationships between the parties have been restored as far as is practicable and that feedback is received from the parties involved, their parents/guardians or the school Principal.*

- **Follow-up meetings** with the relevant parties involved should be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable.
- Where a **parent(s)/guardian(s) is not satisfied** that the school has dealt with a bullying case in accordance with these procedures, the parent(s)/guardian(s) must be referred, as appropriate, to the school's complaints procedures.
- In the event that a parent/guardian has exhausted the school's complaints procedures and is still not satisfied, the Board of Management of St Joseph's must advise the parents/guardians of their right to make a complaint to the Ombudsman for Children.

## **12. Procedures for Recording Bullying Behaviour**

The Board of Management will ensure that St Joseph's has clear procedures for the formal noting and reporting of bullying behaviour and these are documented in the school's *Anti-Bullying Policy*. It is imperative that all recording of bullying incidents must be done in an objective and factual manner. All records must be maintained in accordance with relevant data protection legislation. The school's **procedures for noting and reporting bullying behaviour will adhere to the following:**

### **A. Informal predetermination that bullying has occurred**

1. All staff must keep a **written record** of any incidents witnessed by them or notified to them. All incidents must be reported to the relevant teacher;

2. While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the **relevant teacher must keep a written record of the reports, the actions taken and any discussions** with those involved regarding same;
3. The **relevant teacher must inform the principal** of all incidents being investigated.

**B. Formal Stage 1 - determination that bullying has occurred**

1. 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;
2. All records retained by the relevant teacher will be stored in line with the school's protocol on retention of records.

**C. Formal Stage 2 – Appendix 4:** The relevant teacher must use the recording template at *Appendix 3* to record the bullying behaviour in the following circumstances:

1. 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
2. Where he/she considers that the case is of such a serious nature, the bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable in line with the school's *Code of Behaviour*.

**13. Retention of Records:** In each of the circumstances at (a) and (b) above, the Recording Template at Appendix 3 must be completed in full and retained by the relevant teacher and a copy maintained by the Principal. All records should be maintained indefinitely in a secure place of storage agreed by the Principal and teachers and filed separately from a student's general file. Established school rules regarding confidentiality will apply.

**14. Supports for Pupils Affected by Bullying:** The school's programme of support for pupils affected by bullying is as follows:

All in-school supports and opportunities will be provided for the pupils affected by bullying to participate in activities designed to **raise their self-esteem**, to develop friendships and social skills and build resilience through our pastoral care system, Buddy/Peer mentoring system and through group work such as circle time

**If pupils require counselling** or further supports the school will endeavour to liaise with the appropriate agencies to organise same. This may be for the pupil affected by bullying or involved in the bullying behaviour.

Pupils should understand that **there are no innocent bystanders** and that all incidents of bullying behaviour must be reported to a teacher. Pupils who observe incidents of bullying behaviour should be encouraged to discuss them with teachers.

**15. Adult Behaviour and Bullying of Children:** General concerns in relation to inappropriate adult behaviour are best resolved through early contact between the parties concerned. This early contact between the parent/guardian/class teacher or the class teacher/parent/guardian or indeed any other adults in the school community, will help resolve most issues at this initial stage. Failing resolution at this stage, the school Principal should be involved. If the situation is still not resolved at this stage, the Chairperson and finally the Board of Management should be involved. This staged procedure is outlined in the agreed Complaints Procedure for schools. The full text of this procedure is available on the school website.

Notwithstanding the above, the Board of Management has adopted and implemented, without modification, the document *Child Protection Procedures for Primary and Post-Primary Schools* as school policy. Adult bullying of children is dealt with as a child protection issue in this document. In *Child Protection Procedures for Primary and Post-Primary Schools* it states that 'Bullying behaviour when perpetrated by adults, rather than children, could be regarded as physical or emotional abuse.' (Chapter 6.3)

An allegation of bullying, made by a child or by the parent/guardian of a child against another adult within the school community (school employee, another

parent/guardian/other) will be dealt with in line with procedures as outlined in Chapter 5 of *Child Protection for Primary and Post-Primary Schools*. In investigating all allegations of bullying, the principles of natural justice and fair procedure shall be applied.

If school staff suspect or are alerted to possible child bullying by another adult (school employee or parent/guardian/other), they are obliged to refer this matter to the Designated Liaison Person, who will seek advice from the Health Service Executive (HSE). The HSE will then assess the situation and provide support for the child concerned.

All schools are obliged to follow the procedures as outlined in this document without modification. Reference should be made to the school's *Child Protection Policy* (Summary Document) and to the recently published document *Child Protection Procedures for Primary and Post-Primary Schools* for further information. These documents are available from the school office on request.

In all its policies, practices and activities, St Joseph's will adhere to principles of best practice in Child Protection and Welfare as outlined in *Child Protection Procedures for Primary and Post Primary Schools* and in *Children First – National Guidance for the Protection and Welfare of Children 2011*.

**16. 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.

**17. 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 trans gender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

**18. Implementation and Review:** At least once in every school term, the Principal must provide a report to the Board of Management setting out:

- a. 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
- b. 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 of the identifying details of the pupils involved.

This policy and its implementation will be reviewed by the Board of Management once in every school year using the standardised checklist included in Appendix 4.

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.

The Board of Management of St Joseph's will undertake to put an *Action Plan* in place to address any areas for improvement identified in the review.

**19. Success Criteria:** The success of this policy will be measured against its success in preventing bullying behaviour in the school. Feedback from pupils, parents/guardians and staff will inform this decision. The effectiveness of St Joseph's Anti-Bullying Policy will 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 or effectively addressed.

This revised policy was adopted by the Board of Management on the 30/11/23  
(date)

Signed: [Signature]  
Chairperson of BOM

Signed: [Signature]  
Principal

Date: 30/11/23

Date: 30/11/23

Date of next review November 24.

## APPENDIX 1: Bullying Advice Sheet for PARENTS/GUARDIANS

### What to tell children if they are being bullied

**What to do:** Act as confidently as you can. Face them and tell them clearly to stop. Try and be calm and move away from them.

**Don't hit out.** If someone is bullying you, don't try to hit/kick them. You may get badly hurt in a fight and even if you don't, the bully can sometimes use how you hit them against you, and make it seem like you are the one who has done wrong.

**If they call you names.** If they tease you or slag you off, try and laugh it off. Don't let them see that they have hurt you. Bullies like to get a reaction, if they don't get one there is no point in them bullying you.

**Remember, it's not about you.** Often people who bully other people do it to make themselves feel better, because they are unhappy at school or at home. Remember that they have the problem, not you. Don't believe what they say to you, and don't blame yourself.

**Tell your friends/people you can trust in class.** Tell them what is going on and how you feel. Ask them to come with you to tell a teacher if you are afraid. Ask them to stand up with you against the bully.

**Tell an adult you trust.** If you're being bullied, tell an adult about it.

**Talk to:** Your parents/guardians, someone in your family, your teacher or a Helpline.

**Don't hit back with violence.** Getting into a physical fight with someone can be dangerous. If you are afraid to tell because it might make things worse, tell this to the person you talk to and ask them to find a way to help you.

**What To Say When You Tell** – Tell them what has happened; Who is doing it; How often it has happened; Did anyone see or hear what went on? What have you tried to do about it?

### **Cyber Bullying: Parental advice for children. (Webwise)**

**Don't reply**

**Keep the Message**

**Block the sender. (Phone)**

**Tell someone you trust**

**Report Problem to the people who can do something about it – websites, mobile phone operators**

YouTube:

<http://youtube.com/support/youtube/bin/request.py>

Flickr: [http://www.flickr.com/report\\_abuse.gne](http://www.flickr.com/report_abuse.gne)

MySpace: [ie-cyberbullyreport@support.myspace.com](mailto:ie-cyberbullyreport@support.myspace.com)

Facebook: [www.facebook.com/help](http://www.facebook.com/help)

Skype: <http://support.skype.com>

To **block Texts**: Text BLOCK IT START to 50216 (1<sup>st</sup> number to 50216 for any additional mobile numbers you wish to block).

### **The 12 Golden Rules of Web Safety**

1. Keep it to yourself. Don't share information about yourself on the Internet.
2. Once you put something on the Internet you can never get it back.
3. Don't give out your full name, address, telephone number, or the name of your school on the Internet.
4. Use Usernames/Screen names that aren't rude or offensive when you are chatting online, they only attract the wrong type of people.
5. Always respect other people's feeling on the Internet.
6. Be aware that not everyone you meet on the Internet is who they pretend to be.
7. Never meet people face-to-face that you first met on the Internet without having one of your parents/guardians with you.
8. If you receive a message that bothers you, tell an adult. Block the sender and report them.

9. Only give your private e-mail address to someone you know in real life.
10. Be careful of e-mails that are too good to be true, offering you things for free or that ask to be forwarded to all your friends.
11. Don't open e-mails that you receive from people you don't know.
12. Never reply to any message you receive over the Internet that makes you feel uncomfortable.

We want to use the Internet safely in our house and have agreed to follow these rules to help us all stay safe on the Internet \_\_\_\_\_

Signed by: \_\_\_\_\_ (parent/guardian) \_\_\_\_\_ (child)

## 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.

- 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 assembly 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 ignored.
- 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/guardians 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 behaviour.
- Ensure there is adequate playground/school yard/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 playground/school yard/outdoor areas, changing rooms, 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 the playground/school yard or moving classrooms.*
- Support the establishment and work of student councils.

**Appendix 3 Template for recording bullying behaviour**

1. Name of pupil being bullied: 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))\*

Pupil concerned	
Other Pupil	
Parent/guardian	
Teacher	
Other	

4. Location of incidents (tick relevant box(es))\*

Playground	
Classroom	
Corridor	
Toilets	
School Bus	
Other	

5. Name of person(s) who reported the bullying concern \_\_\_\_\_

6. Type of Bullying Behaviour (tick relevant box(es)) \*

Physical Aggression		Cyber-bullying	
Damage to Property		Intimidation	
Isolation/Exclusion		Malicious Gossip	
Name Calling		Other (specify)	

7. Where behaviour is regarded as identity-based bullying, indicate the relevant category:

Homophobic	Disability/SEN	Racist	Membership of	Other (specify)

8. Brief Description of bullying behaviour and its impact  
 \_\_\_\_\_

9. Details of actions taken  
 \_\_\_\_\_

Signed \_\_\_\_\_ (Relevant Teacher) Date \_\_\_\_\_

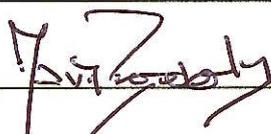
Date submitted to Principal \_\_\_\_\_

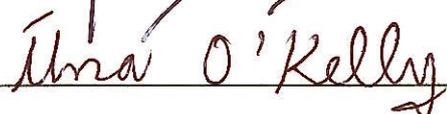
## Appendix 4: BOM Checklist for annual review of the anti-bullying policy and its implementation

The Board of Management (the Board) must undertake an annual review of the school's anti-bullying policy and its implementation. The following checklist must be used for this purpose. The checklist is an aid to conducting this review and is not intended as an exhaustive list. In order to complete the checklist, an examination and review involving both quantitative and qualitative analysis, as appropriate across the various elements of the implementation of the school's anti-bullying policy will be required.

Yes /No

Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the <i>Anti-Bullying Procedures for Primary and Post-Primary Schools</i> ?	Y
Has the Board published the policy on the school website and provided a copy to the Parents' Association?	Y
Has the Board ensured that the policy has been made available to school staff (including new staff)?	Y
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?	Y
Has the Board ensured that the policy has been adequately communicated to all pupils?	Y
Has the policy documented the prevention and education strategies that the school applies?	Y
Have all of the prevention and education strategies been implemented?	Y
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	Y
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	Y
Has the Board received and minuted the periodic summary reports of the Principal?	Y
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?	Y
Has the Board received any complaints from parents/guardians regarding the school's handling of bullying incidents?	N
Have any parents/guardian withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	N
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	N
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?	Y
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	Y
Has the Board put in place an action plan to address any areas for improvement?	Y

Signed  Chairperson, Board of Management

Signed  Principal

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

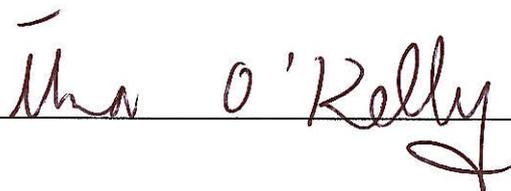
To: Patron: Bishop Denis Nulty, Diocese of Kildare & Leighlin

The Board of Management of St. Joseph's NS, 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 30/11/23 [date].
- This review was conducted in accordance with the checklist set out in **Appendix 4** of the Department's *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

Signed   
Chairperson, Board of Management

Date 30/11/23

Signed   
Principal

Date 30/11/23

Parent/Guardian: \_\_\_\_\_