



Anti-Bullying Policy

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1 Introduction

St Joseph's Community College is a school in which the management and staff are committed to strive towards the educational development of our pupils to enable them to achieve their full potential in all areas - intellectual, academic, physical, social and cultural; to prepare them for life, the world of work and further education. To help students grow in their awareness of others, conscious of the dignity of the person.

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 Community College has adopted the following Anti-Bullying policy within the framework of the school's overall code of behaviour. This policy fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools which were published in September 2013. The Board of Management of St. Joseph's Community College discharges its function as a sub-committee of Mayo Sligo Leitrim ETB, which is the corporate body.

The Board of Management recognises that bullying can occur at any age and any person or group of people may be the perpetrators of bullying. All members of the school community must be vigilant to the fact that bullying can occur between students, but also between staff and students, students and staff and between members of staff. This policy aims to create a school environment free of bullying, but if it does occur the school shall endeavour to address the consequences of that 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 and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:

A. A positive school culture and climate which:

- is welcoming of difference and diversity and is based on inclusivity;
- encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
- promotes respectful relationships across the school community;

See Appendix 2: Practical tips for building a school culture and climate.

B. Effective leadership

The NEWB publication Developing a Code of Behaviour: Guidelines for Schools recognises the role of all adults, including parents, in modelling good behaviour and states "The adults in the school have a responsibility to model the school's standards of behaviour, in their dealings both with pupils and with each other, since their example is a powerful source of

learning for pupils. Parents should be expected to model the standards that pupils are asked to respect. To do this, they need to be familiar with the standards and to understand the importance of expecting pupils to behave according to these standards. The ways in which parents and teachers interact will provide pupils with a model of good working relationships”.

C. A school-wide approach

D. A shared understanding of what bullying is and its impact

E. Implementation of education and prevention strategies (including awareness raising measures) that-

- build empathy, respect and resilience in pupils; and
- explicitly address the issues of cyber-bullying and identity-based bullying including, homophobic and transphobic bullying;
- effective supervision and monitoring of pupils;

F. Effective supervision and monitoring of pupils

G. Supports for staff

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

I. On-going evaluation of the effectiveness of the Anti-Bullying policy.

1.1 When will this Policy Apply?

- During breaks
- To/from school
- School trips/tours
- Extra-curricular
- In the classroom

1.2 Why this policy was written:

- To create a school that is a happy and safe place.
- To improve the school environment.
- Child protection guidelines and procedures for post-primary schools stress the importance of having a policy in place to deal with bullying

1.3 Aims:

This policy will address the issue within the framework of the existing School Code of Behaviour and the School S.P.H.E. Policy.

The policy will consider the following areas:

2 Prevention

Further developing the school environment by:

- a) Raising awareness of bullying as unacceptable behaviour.
- b) developing an ethos of reporting and disclosure
- c) ensuring comprehensive supervision and monitoring
- d) Developing links with parents and community to further this environment.

3. In accordance with the Anti-Bullying Procedures for Primary and Post-Primary Schools bullying is defined as follows:

Bullying is unwanted negative behaviour, verbal, psychological or physical conducted, by an individual or group against another person (or persons) and which is repeated over time.

The following types of bullying behaviour are included in the definition of bullying:

- deliberate exclusion, malicious gossip and other forms of relational bullying,
- cyber-bullying and
- identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.

Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's code of behaviour.

However, in the context of this policy, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

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).

- Information on the impact, indicators and other characteristics of bullying behaviour is set out in Sections 3 and 4 of these Procedures.
- 'Isolated incidents of aggressive behaviour (which will not be condoned) will not be counted as bullying. When such behaviour is systematic and ongoing it is bullying'. (Dept. of Ed., 1993, p.6)

- Looking from the perspective of the victim, bullying will be considered; ‘abuse which causes only distress or displeasure to the victim’. (Vivette O’Donnell, 1993)
- Homophobic bullying is bullying that is motivated by a dislike or fear of someone because of the real or perceived lesbians, gay, bisexual or transgender identity of the individual being targeted.
- Cyber bullying.
- Racial Bullying.
- Sexual bullying.
- Threatening behaviour.
- Homophobic bullying.

3 Categories of bullying

Those who know no better way of behaving, which have learned an aggressive behaviour pattern at home and elsewhere and have consequently poor social skills. Here work needs to be done on developing self-esteem in other ways, by encouraging interests, hobbies, talents, etc...

Work also needs to be done on developing empathy for the feelings of others so that the bully realises the pain he/she is causing.

3.1 The former victim, who has started to bully

Work can be done on reminding the former victim of the feelings they themselves experienced while being bullied. The development of empathy is vital in deterring further episodes.

Work needs to be done on uncovering the reasons for having started to bully now, so that the root of the cause can be addressed.

3.2 The student who has started to bully because of a traumatic event

Work needs to centre on identifying the underlying cause and helping the student to handle the pain in a more mature way.

To support students affected by bullying it is important to distinguish the type of victim involved.

- Passive Victim: tends to have low self-esteem.
- Provocative Victim: Easily provoked.

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.

4 Examples of bullying behaviours

<p>General behaviours which apply to all types of bullying</p>	<ul style="list-style-type: none"> • Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc. • Physical aggression • Damage to property • Name calling • Slagging • The production, display or circulation of written words, pictures or other materials aimed at intimidating another person • Offensive graffiti • Extortion • Intimidation • Insulting or offensive gestures • The “look” • Invasion of personal space • Exclusion and/ Isolation • A combination of any of the types listed.
<p>Cyber bullying</p>	<ul style="list-style-type: none"> • 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. Snapchat/Facebook/Ask.fm/ Twitter/You Tube or on games consoles • Abusive website comments/ Blogs/ Pictures/ Images/ Snapchat • Abusive posts on any form of communication technology

<p>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).</p>	
<p>Homophobic and Transgender</p>	<ul style="list-style-type: none"> • 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 • Threats
<p>Race, nationality, ethnic background and membership of the Traveller community</p>	<ul style="list-style-type: none"> • Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background • Exclusion based on any of the above
<p>Relational</p>	<p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"> • Malicious gossip • Isolation & exclusion • Ignoring • Excluding from the group • Taking someone’s friends away • “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
<p>Sexual</p>	<ul style="list-style-type: none"> • Unwelcome or inappropriate sexual comments or touching • Harassment
<p>Special Educational Needs/ Disability</p>	<ul style="list-style-type: none"> • Name calling • Taunting others because of their disability or learning needs • Taking advantage of some pupils’ vulnerabilities and limited capacity to recognise and defend themselves against bullying • Taking advantage of some pupils’ vulnerabilities and limited capacity to understand social situations and social cues. • Mimicking a person’s disability • Setting others up for ridicule

5 Relevant teachers for investigating and dealing with bullying

The relevant teacher(s) for investigating and dealing with bullying is (are) as follows: (see Section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary Schools):

Refer to section 6.8.3. and 6.8.4 in the Procedures.

The Relevant Teachers in this school are:

- Principal
- Deputy Principal
- Year Heads
- Guidance Counsellor

Any teacher may act as a relevant teacher if circumstances warrant it.

6 Specific objectives

6.1 Prevention

We will continue to further develop the school environment to avert incidents of bullying and to make our school a community in which bullying will not occur, and one where, if it does, it will not be tolerated, by staff or students.

- A. Raising awareness of bullying and unacceptable behaviour.
- B. Developing an ethos of reporting and disclosure. This is very important as the students themselves see it as being an important measure in combating incidents of bullying.

The education and prevention strategies (including strategies specifically aimed at cyber-bullying, homophobic and transphobic bullying) that will be used by the school are as follows (see Section 6.5 of the Anti-Bullying Procedures for Primary and Post-Primary Schools): Refer to mission statement and RSE policy.

6.2 Education and Prevention strategies

6.2.1 School-wide approach

- A school-wide approach to the fostering of respect for all members of the school community.
- The promotion of the value of diversity to address issues of prejudice and stereotyping, and highlight the unacceptability of bullying behaviour.
- The fostering and enhancing of the self-esteem of all our pupils through both curricular and extracurricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.
- Whole staff professional development on bullying to ensure that all staff develops an awareness of what bullying is, how it impacts on pupils' lives and the need to respond to it-prevention and intervention.

- An annual audit of professional development needs with a view to assessing staff requirements through internal staff knowledge/expertise and external sources
- Professional development with specific focus on the training of the relevant teacher(s)
- School wide awareness raising and training on all aspects of bullying, to include pupils, parent(s)/guardian(s) and the wider school community.
- Supervision and monitoring of classrooms, corridors, school grounds, school tours and extra- curricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers. Supervision will also apply to monitoring student use of communication technology within the school.
- Involvement of the student council in contributing to a safe school environment e.g. Buddy system, mentoring, Lunchtime Pals and other student support activities that can help to support pupils and encourage a culture of peer respect and support.
- Development and promotion of an Anti-Bullying code for the school-to be included in student journals and displayed publicly in classrooms and in common areas of the school.
- The school's anti-bullying policy is discussed with pupils and all parent(s)/guardian(s) are given a copy as part of the Code of Behaviour of the school.
- The implementation of regular (e.g. per year/per term/per month/per week) whole school awareness measures e.g. a dedicated notice board in the school and classrooms on the promotion of friendship, and bullying prevention; annual Friendship/Anti-Bullying Week and parent(s)/guardian(s) seminars; annual or term or monthly student surveys; regular school or year group assemblies by principal, deputy principal, year heads etc.
- Encourage a culture of telling, with emphasis on the importance of bystanders. In that way pupils will gain confidence in 'telling'. This confidence factor is of vital importance. It should be made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly.
- Ensuring that pupils know who to tell and how to tell, e.g.:
 - Direct approach to teacher at an appropriate time, for example after class.
 - Hand note up with homework.
 - Make a phone call to the school or to a trusted teacher in the school.
 - Get a parent(s)/guardian(s) or friend to tell on your behalf.
 - Administer a confidential questionnaire once a term to all pupils.
 - Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- Identify clear protocols to encourage parent(s)/guardian(s) to approach the school if they suspect that their child is being bullied. The protocol should be developed in consultation with parents.
- The development of an Acceptable Use Policy in the school to include the necessary steps to ensure that the access to technology within the school is strictly monitored, as is the pupils' use of mobile phones.
- The listing of supports currently being used in the school and the identification of other supports available to the school e.g. GLEN www.glen.ie, Belong To www.belongto.org

- The full implementation of the SPHE and CSPE curricula and the RSE and Stay Safe Programmes.
- Continuous Professional Development for staff in delivering these programmes.
- School wide delivery of lessons on bullying from evidence based programmes, e.g. Cool School Lessons, #UP2US, Stay Safe Programme, The Walk Tall Programme, On My Own Two Feet.
- School wide delivery of lessons on Relational aggression (Cool School Programme: A Friend in Deed)

6.2.2 Cyber bullying

Prevention and awareness raising measures must also deal explicitly with cyber-bullying. The best way to address cyber-bullying is to prevent it happening in the first place. Prevention and any awareness raising measures should focus on educating pupils on appropriate online behaviour, how to stay safe while on-line and on developing a culture of reporting any concerns about cyber-bullying. The school-wide approach and the role of parents as outlined in Section 6.3 are of importance in this regard. The prevention and awareness raising measures should also consider the scope for cyber-bullying to occur because of access to technology from within the school.

- Cyber Bullying (#UP2US, Be Safe-Be Web wise, Think Before You Click, Let's Fight It Together, Web wise Primary teachers 'resources), Homophobic and Transphobic Bullying (Growing up LGBT, Stand Up Programme, The Trust pack) Diversity and Interculturalism, Yellow Flag Programme. The school should list every resource related to the SPHE curriculum, and make a list of supports
- Delivery of the Garda SPHE Programmes at primary and post- primary level. These lessons, delivered by Community Gardaí, cover issues around personal safety and cyber-bullying
- The school will specifically consider the additional needs of SEN pupils about programme implementation and the development of skills and strategies to enable all pupils to respond appropriately.
- The school will implement the advice in "Sexual Orientation advice for schools" (RSE Primary, see booklet).

6.2.3 Links to other policies

- List school policies, practices and activities that are particularly relevant to bullying, e.g. Code of Behaviour, Child Protection policy, Acceptable Use policy, Attendance, Sporting activities.

6.2.4 Ensuring comprehensive supervision and monitoring.

National statistics show that most bullying occurs in between classes and at break times, thus we must remain conscious of the need for supervision of corridors and yard during break times and identification of hotspots to prevent and deal with bullying.

6.2.5 Developing links with parents and community to further this environment.

Information sheets for parents on the topic of bullying will be made available to help in highlighting the importance of the issue – especially if the issue arises when parents visit the school and at parent/teacher meetings.

6.2.6 Friendship Week

Friendship Week is a yearly core strategy central to the implementation of the “Cool School Programme”

6.2.7 Survey:

Again, in response to the findings of the survey, we should continue to highlight the roles of the Subject teacher, the Year Head, the SNA’s etc., as pastoral contacts within the school i.e. Teachers who are identified as people to be contacted by students with any difficulties

6.2.8 Supports for staff

The Board of Management and ETB must ensure that members of school staff have sufficient familiarity with the school’s anti bullying policy to enable them to effectively and consistently apply the policy when required. Supports for staff should be appropriate to the individual’s role and should enable staff to recognise bullying, implement effective strategies for preventing bullying and where appropriate, intervene effectively in bullying cases.

7 Handling Complaints & Procedures for Reporting

The following procedures for reporting of bullying are recommended.

7.1 By Students:

Students should report all incidents and allegations to their teacher, Tutor or Year Head, who in turn will inform the Deputy Principal. The Year Head will record all the details. It will be the responsibility of the Year Head of the victim to inform the respective Year Head of the perpetrator and to inform the Principal if deemed sufficiently serious.

7.2 By Parents:

Parents should be informed at every opportunity that they can report any incident of bullying to the appropriate Year head or directly to the Principal. The role of parents in this process is vital, since statistics indicate that most students will prefer to tell parents.

7.3 By Subject Teacher

Incidents of bullying reported to subject teachers should be forwarded to the appropriate Year Head.

7.4 By Ancillary Staff

Ancillary staff is encouraged to report incidents directly to the Principal.

The school's procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows (see Section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary Schools):

8 Procedures for Investigating and Dealing with Bullying

The primary aim in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame);

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

8.1 Reporting bullying behaviour

- Any pupil or parent(s)/guardian(s) may bring a bullying incident to any teacher in the school.
- All reports, including anonymous reports of bullying, will be investigated and dealt with by the relevant teacher.
- Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher;

8.2 Investigating and dealing with incidents

- 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. Where parents are uncooperative, investigations will proceed as indicated in the policy.
- Teachers should take a calm, unemotional problem-solving approach.
- Where possible incidents should be investigated outside the classroom situation to ensure the privacy of all involved;
- All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way;
- When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why. This should be done in a

calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner;

- If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for 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 may face them from the other members of the group after the interview by the teacher;
It may also be appropriate or helpful to ask those involved to write down their account of the incident(s)
- In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parent(s)/guardian(s) of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy). The school should give parent(s)/guardian(s) an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports provided to the pupils;
- Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to him/her how he/she is in breach of the school's anti-bullying policy and efforts should be made to try to get him/her to see the situation from the perspective of the pupil being bullied. Review date will be determined.
- 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 as per school's Code of Behaviour, this is a private matter between the pupil being disciplined, his or her parent(s)/guardian(s) and the school;

8.3 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;
 - Any feedback received from the parties involved, their parent(s)/guardian(s) or the school Principal or Deputy Principal
- Follow-up meetings with the relevant parties involved should be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable.

8.4 Referral of serious cases to the HSE

In relation to bullying in schools, Children First National Guidance for the Protection and Welfare of Children 2011 (Children First) and the Child Protection Procedures for Primary and Post-Primary Schools provide that in situations where “the incident is serious and where the behaviour is regarded as potentially abusive, the school must consult the HSE Children and Family Social Services with a view to drawing up an appropriate response, such as a management plan”.

Serious instances of bullying behaviour should, in accordance with the Children First and the Child Protection Procedures for Primary and Post-Primary Schools, be referred to the HSE Children and Family Services and/or Gardaí as appropriate.

The Child Protection Procedures for Primary and Post-Primary Schools also provide that where school personnel have concerns about a child but are not sure whether to report the matter to the HSE, the Designated Liaison Person must seek advice from the HSE Children and Family Social Services.

- 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.
- If a parent(s)/guardian(s) has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parent(s)/guardian(s) of their right to make a complaint to the Ombudsman for Children.

9 Recording of bullying behaviour

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

9.1 Informal- pre-determination that bullying has occurred

- All staff must keep a written record of any incidents witnessed by them or notified to them. Consideration needs to be given to where the records will be made e.g. incident book. All incidents must be reported to the relevant teacher. (See appendix 3 template).
- 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
- The relevant teacher must inform the principal of all incidents being investigated.

9.2 Formal Stage 1-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 school in consultation with the relevant teacher/s should develop a protocol for the storage of all records retained by the relevant teacher where records are formally kept.

9.3 Formal Stage 2

The relevant teacher must use the recording template at Appendix 3 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.

The school should list behaviours that must be recorded and reported immediately to the principal. These should be in line with the school's code of behaviour.

When the recording template is used, it must be retained by the relevant teacher in question and a copy maintained by the principal. Due consideration needs to be given to where these records are kept, who has access to them, and how long they will be retained. Decisions around record keeping should be noted in this policy.

10 Established intervention strategies

- Teacher interviews with all pupils
- Negotiating agreements between pupils and following these up by monitoring progress. This can be on an informal basis or implemented through a more structured mediation process
- Working with parent(s)/guardian(s) to support school interventions
- No Blame Approach
- Circle Time
- Restorative interviews
- Restorative conferencing
- Implementing Sociogram questionnaires
- Peer mediation where suitable training has been given

The Procedures mention the following intervention strategies and reference Ken Rigby; [www.bullyingawarenessweek.org/pdf/BullyingPreventionStrategiesinSchools Ken Rigby.pdf](http://www.bullyingawarenessweek.org/pdf/BullyingPreventionStrategiesinSchools%20Ken%20Rigby.pdf)

- The traditional disciplinary approach
- Strengthening the victim
- Mediation
- Restorative Practice

- The Support Group Method
- The Method of Shared Concern

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

11 School's programme of support

- All in-school supports and opportunities will be provided for the pupils affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience e.g.
 - Pastoral care system
 - Peer mentoring system
 - Year head system
 - Group work such as circle time
 - Guidance Counsellor
- If pupils require counselling of 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.

12 Action Plan on Bullying

- The plan focuses on the need to build empathy, respect and resilience in children.
- Wellbeing including Stay Safe, SPHE, CPSE and RSE provide opportunities to build self-esteem and resilience to help children and young people more effectively deal with bullying.
- However, all teachers have a role to play in the promotion of a positive self-concept in students. This can be achieved by for example: rewarding effort as well as success, using praise in a meaningful way, giving responsibility, asking for options, requesting assistance, avoiding communications that are critical, derogatory or belittling. For instance, a teaching style that makes use of co-operative learning structures can help to increase levels of acceptance of respect for other students. Team teaching can also open students' eyes to accepting more than one opinion and to acting more cooperatively with others.
- Other effective activities for children and young people in school include discussion about bullying, Friendship/ anti-bullying weeks.
- In addition, it is good practice for pupils with special educational needs to have one staff member identified that they know to approach if in difficulty.

13 Care of the students concerned

13.1 A programme to work with those who bully:

It is important to realise that the bully, though engaged in destructive and hurtful behaviour, is himself/herself acting out of hurt and therefore needs support to find more socially acceptable ways to fulfil his/her needs.

13.2 Different categories of bully:

(a) Those that know no better way of behaving, which have learned an aggressive behaviour pattern at home and elsewhere and have consequently poor social skills.

- Here work needs to be done on developing self-esteem in other ways, by encouraging interests, hobbies, talents etc.
- Work also needs to be done on developing empathy for the feelings of others so that the bully realises the pain he/she is causing.
- A programme of support for those pupils involved in bullying behaviour must also be part of the school's intervention process. Pupils involved in bullying behaviour need assistance on an ongoing basis. For those with low self-esteem, opportunities should be developed to increase feelings of self-worth. It is, therefore, important that the learning strategies applied within the school allow for the enhancement of the pupil's self-worth.
- Pupils who engage in bullying behaviour may need counselling to help them learn other ways of meeting their needs without violating the rights of others.
- Pupils who observe incidents of bullying behaviour should be encouraged to discuss them with teachers

It is recommended that the implementation and effectiveness of the Anti-Bullying policy be included as an agenda item for Staff meetings to ensure that concerns about the policy or the welfare of individual pupils can be shared and effectively addressed.

14 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.

The following Prompt Questions may be useful in considering this aspect of the policy:

- Are there agreed appropriate monitoring and supervision practices in the school?
- Have bullying danger spots been identified?
- Have parents and pupils been consulted in the identification of these danger spots?
- How will the student support/care structures (including year heads, class tutors, SPHE, Guidance, RE, CSPE, Learning Support teachers) support measures to counteract bullying behaviour?

- How will pupils, particularly senior pupils, be involved as a resource to assist in counteracting bullying? In this regard, has a mentoring/buddy system been considered?
- How will the Student Council and school clubs be involved?
- In relation to Acceptable Use Policy in the school are the following issues addressed:
 - Are all Internet sessions supervised by a teacher?
 - Does the school regularly monitor pupils' Internet usage?
 - Have pupils been instructed to use only approved class accounts for email purposes and to use these only under teacher supervision?
 - Have pupils been instructed to access only those chat rooms, discussion forums and messaging or other electronic communication fora that have been approved by the school?

(Note that the Schools Broadband Programme has blocked all social networking sites on the basis that they waste time and take up too much of the bandwidth which is been provided for educational purposes only).

15 Prevention of Harassment

The Board of Management and the ETB 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.

16 Implementation and review

This policy was adopted by the Board of Management on 14th June 2018.

This policy has been made available to school personnel, published on the school website (or readily accessible to parents and pupils on request) and provided to the Parents' Association. A copy of this policy will be made available to the Department and the patron if requested.

This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website (or 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.

Signed: _____
Clodagh Geraghty
 Chairperson of BOM

Signed: _____
John Killeen
 Secretary of BOM

Date: _____

Date: _____

Date of next review: _____

17 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 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 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.

18 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))*

Pupil concerned	<input type="checkbox"/>
Other Pupil	<input type="checkbox"/>
Parent	<input type="checkbox"/>
Teacher	<input type="checkbox"/>
Other	<input type="checkbox"/>

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

Playground	<input type="checkbox"/>
Classroom	<input type="checkbox"/>
Corridor	<input type="checkbox"/>
Toilets	<input type="checkbox"/>
School Bus	<input type="checkbox"/>
Other	<input type="checkbox"/>

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

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

Physical Aggression	<input type="checkbox"/>	Cyber-bullying	<input type="checkbox"/>
Damage to Property	<input type="checkbox"/>	Intimidation	<input type="checkbox"/>
Isolation/Exclusion	<input type="checkbox"/>	Malicious Gossip	<input type="checkbox"/>
Name Calling	<input type="checkbox"/>	Other (specify)	<input type="checkbox"/>

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

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Brief Description of bullying behaviour and its impact

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9. Details of actions taken

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Signed _____ (Relevant Teacher) Date _____

Date submitted to Principal/Deputy Principal _____

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

19 Appendix 4 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> ?	
Has the Board published the policy on the school website and provided a copy to the parents' association?	
Has the Board ensured that the policy has been made available to school staff (including new staff)?	
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?	
Has the Board ensured that the policy has been adequately communicated to all pupils?	
Has the policy documented the prevention and education strategies that the school applies?	
Have all of the prevention and education strategies been implemented?	
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	
Has the Board received and minuted the periodic summary reports of the Principal?	
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?	
Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	
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?	
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	
Has the Board put in place an action plan to address any areas for improvement?	

Signed _____
Chairperson, Board of Management

Date _____

Signed _____
Principal

Date _____

20 Notification regarding the Board of Management’s annual review of the anti-bullying policy

To: _____

The Board of Management of _____ 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 _____ [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 _____ Date _____
Chairperson, Board of Management

Signed _____ Date _____
Principal