

## **Anti-Bullying Policy Scoil Naomh Iosef Dromcollogher**

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 Scoil Naomh Iosef 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.

2. 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;

**(b) Effective leadership**

**(c) A school-wide approach**

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

**(e) Implementation of education and prevention strategies (including awareness raising measures) that-**

- build empathy, respect and resilience in pupils; and
- explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying;
- 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.**

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.

Bullying is any behaviour that is deliberate, hurtful and repeated over time.

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

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

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

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

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

### **Examples of bullying behaviours**

#### **Similar Types of Behaviour may also be regarded as Bullying**

<b>General behaviours which apply to all types of bullying</b>	<ul style="list-style-type: none"><li>• Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc.</li><li>• Physical aggression; pushing, hitting, tripping, punching, pinching</li><li>• Damage to property</li><li>• Name calling</li><li>• Slagging</li><li>• The production, display or circulation of written words, pictures or other materials aimed at intimidating another person</li><li>• Offensive graffiti</li></ul>
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	<ul style="list-style-type: none"> <li>• Extortion</li> <li>• Intimidation; verbal or by way of body language</li> <li>• Isolation/exclusion from group activity</li> <li>• Insulting or offensive gestures</li> <li>• The “look”, smirking, sniggering, unwelcome glances</li> <li>• Invasion of personal space</li> <li>• Spreading rumours, lies or gossip to hurt a person’s reputation</li> <li>• Making fun of somebody</li> <li>• Teasing about one’s personal characteristics or background</li> <li>• Forcing someone to do things they may not want to do</li> <li>• A combination of any of the types listed</li> </ul>
<b>Cyber</b>	<ul style="list-style-type: none"> <li>• <b>Denigration:</b> Spreading rumours, lies or gossip to hurt a person’s reputation</li> <li>• <b>Harassment:</b> Continually sending vicious, mean or disturbing messages to an individual</li> <li>• <b>Impersonation:</b> Posting offensive or aggressive messages under another person’s name</li> <li>• <b>Flaming:</b> Using inflammatory or vulgar words to provoke an online fight</li> <li>• <b>Trickery:</b> Fooling someone into sharing personal information which you then post online</li> <li>• <b>Outing:</b> Posting or sharing confidential or compromising information or images</li> <li>• <b>Exclusion:</b> Purposefully excluding someone from an online group</li> <li>• <b>Cyber stalking:</b> Ongoing harassment and denigration that causes a person considerable fear for his/her safety</li> <li>• Silent telephone/mobile phone call</li> <li>• Abusive telephone/mobile phone calls</li> <li>• Abusive text messages</li> <li>• Abusive email</li> <li>• Abusive communication on social networks e.g. Facebook/Ask.fm/ Twitter/You Tube or on games consoles</li> <li>• Abusive website comments/Blogs/Pictures</li> <li>• Abusive posts on any form of communication technology</li> </ul>
<p><b>Identity Based Behaviours</b>  <b>Including any of the nine discriminatory grounds mentioned in Equality Legislation</b> (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).</p>	
<b>Homophobic and Transgender</b>	<ul style="list-style-type: none"> <li>• Spreading rumours about a person’s sexual orientation</li> <li>• Taunting a person of a different sexual orientation</li> <li>• Name calling e.g. Gay, queer, lesbian...used in a derogatory manner</li> <li>• Physical intimidation or attacks</li> <li>• Threats</li> </ul>
	<ul style="list-style-type: none"> <li>• Discrimination, prejudice, comments or insults about colour,</li> </ul>

<b>Race, nationality, ethnic background and membership of the Traveller community</b>	<p style="text-align: center;">nationality, culture, social class, religious beliefs, ethnic or traveller background</p> <ul style="list-style-type: none"> <li>•Exclusion on the basis of any of the above</li> </ul>
<b>Relational</b>	<p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"> <li>•Malicious gossip</li> <li>•Isolation &amp; exclusion</li> <li>•Ignoring</li> <li>•Excluding from the group</li> <li>•Taking someone’s friends away</li> <li>•“Bitching”</li> <li>•Spreading rumours</li> <li>•Breaking confidence</li> <li>•Talking loud enough so that the victim can hear</li> <li>•The “look”</li> <li>•Use or terminology such as ‘nerd’ in a derogatory way</li> </ul>
<b>Sexual</b>	<ul style="list-style-type: none"> <li>•Unwelcome or inappropriate sexual comments or touching</li> <li>•Harassment</li> </ul>
<b>Special Educational Needs, Disability</b>	<ul style="list-style-type: none"> <li>• Name calling</li> <li>• Taunting others because of their disability or learning needs</li> <li>• Taking advantage of some pupils’ vulnerabilities and limited capacity to recognise and defend themselves against bullying</li> <li>• Taking advantage of some pupils’ vulnerabilities and limited capacity to understand social situations and social cues.</li> <li>• Mimicking a person’s disability</li> <li>• Setting others up for ridicule</li> </ul>

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

Principal  
Deputy Principal  
All Class Teachers  
Resource Teacher  
Learning Support Teacher

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

5. 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:

### Prevention Strategies

#### **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 develop an awareness of what bullying is, how it impacts on pupils' lives and the need to respond to it-prevention and intervention.
- An annual 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.
- Development and promotion of Anti-Bullying by displaying posters publicly 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 on enrolment.
- 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 or term student surveys; regular school or year group assemblies by principal, deputy principal, etc.
- Adhere to "the tools for raising awareness" handout in 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> class.
- Encourage a culture of telling, with particular emphasis on the importance of bystanders. In that way pupils will gain confidence in 'telling'. This confidence factor is

of vital importance. It should be made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly.

- Ensuring that pupils know who to tell and how to tell, e.g.:
  - Direct approach to teacher at an appropriate time, for example after class.
  - Hand note up with homework.
  - Make a phone call to the school or to a trusted teacher in the school.
  - Anti-bully or Niggle box.
  - 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.

#### **Implementation of curricula**

- 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. Stay Safe Programme, The Walk Tall Programme.
- School wide delivery of lessons on **Relational aggression** (Cool School Programme: A Friend in Deed), **Cyber Bullying** #UP2US, Be Safe-Be Web wise.
- Delivery of the Garda SPHE Programmes at primary level. These lessons, delivered by Community Gardai, cover issues around personal safety and cyber-bullying
- The school will specifically consider the additional needs of SEN pupils with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately.

#### **Links to other policies**

- Code of Behaviour, Child Protections policy, Supervision of pupils, Acceptable Use policy, Attendance, Sporting activities, Record Keeping Policy, Mobile Phone Policy.

6. 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:

#### **6.8.9. 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 will 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, including anonymous reports of bullying, must 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;

#### **Investigating and dealing with incidents: Style of approach**

- 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 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; The Relevant Teacher will record on the "Pre-determination of Bullying Behaviour-Incident Report Form" (yellow) his/her findings.

The child will be interviewed using the “Alleged Bullying Interview” sheet and where bullying is detected “Behaviour Promise 1” will be completed. The Principal and parent will not be informed on this first occasion.

- 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)
- 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;
- 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;

### **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.
- 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 re-

ferred, as appropriate, to the school's complaints procedures.

- In the event that 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.

### **Procedures for dealing with and recording of bullying behaviour**

It is hoped that following several awareness raising measures, bullying will stop. The whole school approach in Scoil Naomh Iosef is to explain the nature and unacceptability of bullying. It is imperative that all recording of bullying incidents must be done in an objective and factual manner.

The school's procedures for noting and reporting bullying behaviour are as follows:

#### **Informal- pre-determination that bullying has occurred**

All staff must keep a written record of any incidents witnessed by them or notified to them.

- Where there is a report/alleged incident of bullying, the Relevant Teacher will conduct an interview with the pupil(s) concerned, using the "Alleged Bullying Interview Sheet". The Relevant Teacher also completes "The Pre-determination of Bullying Behaviour - Incident Report Form" (Yellow). If an incident occurred during break times, the Supervising Teacher will record it in the Yard Incident Book and report it after break to the Class Teacher.

#### **Formal Stage 1-determination that bullying has occurred**

- If it is established by the Relevant Teacher that bullying has occurred, the pupil(s) will be asked to sign the "Pupil Behaviour Promise 1" following a one-to-one meeting conducted by the Class Teacher at Lunchtime. In return, they are given confidentiality. No blame is apportioned and no sanctions are applied.
- The "Alleged Bullying Interview Sheet", the "Pre-determination of Bullying Behaviour-Incident Report Form" (Yellow), and the "Pupil Behaviour Promise 1" are stapled together and kept by the Relevant Teacher in his/her classroom.
- If the first promise is broken, the Relevant Teacher will interview the pupil(s) a second time and a "Pupil Behaviour Promise 2" is signed. This time, the pupil(s) is not given confidentiality; the Principal is informed orally and the Parent/Guardian countersigns the second promise. No blame or sanctions are applied at this stage. Now the "Behaviour Promise 2" sheet is attached to all the previous documents - the "Alleged Bullying Interview Sheet", the "Pre-determination of Bullying Behaviour-Incident Report Form" (Yellow), and the "Pupil Behaviour Promise 1". These documents are filed in the class file > bottom drawer of filing cabinet > office.

#### **Formal Stage 2-Recording Bullying Behaviour – Appendix 3**

It is hoped that by this stage the matter will have been resolved and relations restored among the parties.

- a) However, if after 20 days, the incident of bullying remains unresolved, the Relevant Teacher will complete "Recording Bullying Behaviour – Appendix 3" (red), 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) When “Recording Bullying Behaviour – Appendix 3” is used, it must be retained by the Relevant Teacher in the class file in the office and a copy given to the Principal.
- c) 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, “Recording Bullying Behaviour – Appendix 3” must be completed.

#### **Established intervention strategies**

- Teacher interviews with all pupils
- Pupil Behaviour Promise 1 and 2
- 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

7. The school’s programme of support for working with 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 e.g.
  - Pastoral care
  - 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.

#### **8. 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.

#### **9. 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.

10. This policy was adopted by the Board of Management on 19/05/2014.

11. This policy has been made available to school personnel, published on the school website. A copy of this policy will be made available to the Parents' Association (where in existence), the Department and the patron if requested.

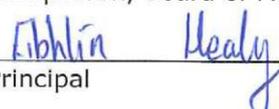
12. This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website and provided to the Parents' Association (where in existence). A record of the review and its outcome will be made available, if requested, to the patron and the Department.

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> ?	YES
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)?	YES.
Is the Board satisfied that school staff are sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day to day work?	YES.
Has the Board ensured that the policy has been adequately communicated to all pupils?	YES.
Has the policy documented the prevention and education strategies that the school applies?	YES.
Have all of the prevention and education strategies been implemented?	YES
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	YES.
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	YES.
Has the Board received and minuted the periodic summary reports of the Principal?	YES.
Has the Board discussed how well the school is handling all reports of bullying including those addressed at an early stage and not therefore included in the Principal's periodic report to the Board?	YES.
Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	NO.
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	NO.
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	NO.
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?	N/A.
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	NO.
Has the Board put in place an action plan to address any areas for improvement?	N/A.

Signed   
Chairperson, Board of Management

Date 14/12/2017

Signed:   
Principal

Date 14/12/2017

I have read and understand this Anti-Bullying Policy of Scoil Naomh Iosef.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

(Please return this signed page to the school)