

Scoil Iosaef Naofa



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Scoil Iósaef Naofa Anti-Bullying Policy

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 Iósaef Naofa school has adopted the following anti-bullying policy within the framework of the school's overall code of behaviour. This policy fully complies with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools* which were published in September 2013.

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 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.

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2. 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.

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

Appendix 1 gives a list of specific examples of bullying behaviour. This list is not exhaustive.

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

3. As this is a primary school the teacher investigating and dealing with the pupil-to-pupil bullying will **normally** be the class teacher (Procedures 6.8.3).

Note: any teacher may act as a relevant teacher if circumstances warrant it.

4. The education and prevention strategies (including strategies specially aimed at cyber-bullying and identity-based bullying) used by the school are as follows:

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School wide approach

- A school -wide approach to the fostering of respect of 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 self-esteem of all our pupils through both curricular and extras curricular activities
- Staff professionals develop and upskilling
- Supervision of pupils at all times throughout the school day
- Development and promotion of an Anti-Bullying/Friend week each school year
- The Anti-Bullying policy is discussed with the pupils and all parent(s)/guardian(s) have access to the policy as well as the Code of Conduct
- Encourage a culture of telling, with particular emphasis on the importance of bystanders. 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

Implementation of curricula

- The full implementation of the SPHE curriculum and the Walk Tall, RSE and Stay Safe Programmes
- Use recognized programs such as Friends for Life, Incredible Years, Circle Time.

Links to other policies

- Code of Behaviour
- Child Safeguarding Statement and Risk Assessment
- Supervision
- Acceptable Use Policy
- ICT Policy
- Healthy and Safety Policy

5. The school's procedures for investigation, follow up and recording of bullying behaviour and the establishment intervention strategies used by the school for dealing with cases of bullying behaviour are as follows:

The primary aim in investigating and dealing with bullying is to resolve any issues and to restore, as far as possible, the relationships of all parties involved.

Reporting of bullying behaviour

- Any pupil may bring a bullying incident to any teacher which will be investigated by the relevant teacher
- Any parent (s)/ guardian (s) may bring a bullying incident to the relevant teacher in the school
- All reports will be investigated by the relevant teacher
- Teaching and non-teacher staff who witness bullying behaviour must report to the relevant teacher

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Investigating and dealing with incidents

- In the investigation and dealing with bullying the relevant teacher will exercise his /her professional judgment to determine whether bullying has occurred and how to resolve the situation
- All parties including parent(s)/guardian(s) are required to cooperate with the investigation
- Where possible, incidents should be investigated outside the classroom to provide privacy
- When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why. When speaking to all parties the relevant teacher should do so in a calm and effective manner
- If bullying behaviour is occurring in a group, all parties should be interviewed separately first
- It may be helpful to ask those involved to write down their account of what has happened
- Parent(s)/guardian(s) should be informed that the investigation is taking place as soon as possible
- Where it has been determined that bullying behaviour has taken place the teacher should make the pupil aware that he is not following the school rules and is in breach of the Anti-Bullying policy
- The teacher must let all parties know that they will be monitoring the situation

Follow up and recording

- In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must take the following factors into account **within four weeks**:
 - Whether the behaviour has ceased
 - Whether any issues remain between all parties involved
 - Whether the relationship between all parties has been restored
 - Any feedback received from the parties involved
- Follow up meetings should be arranged
- Where parent (s)/guardian (s) are not satisfied that the school has dealt with a bullying case in accordance with these procedures, they must be referred to, as appropriate, to the school's complaint policy
- In the event that the parent (s)/guardian (s) have exhausted the complaints procedure, the school must advise of the right to make a complaint to the Ombudsman for Children

Recording of bullying behaviour

All bullying incidents must be recorded in a factual manner.

Informal- pre-determination that the bullying has occurred

- All staff must keep a written record of any incidents witnessed or reported to them
- The relevant teacher must be notified of these incidents
- The relevant teacher must inform the principal of all incidents being investigated and provide records to be kept in the office

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Formal Stage 1 – determination that bullying has occurred (after four weeks)

- If the relevant teacher believes that bullying behaviour has occurred after an investigation has taken place, he/she will complete a report, to include his/her findings of the investigation, the strategies adopted and the outcome of the intervention, as well as any other relevant information
- All documentation is to be retained in the office

Formal Stage 2- Appendix 2

The relevant teacher must use the recording template to record the bullying behaviour in the following circumstances:

- In cases where he/she considers that the bullying behaviour has not been adequately and appropriately addresses **within 20 school days** after he/she has determined that the bullying behaviour occurred: and
- Where the school has decided as part of the anti-bullying policy that in certain circumstances the bullying behaviour must be recorded immediately

All reports are to be retained by the principal.

Established intervention strategies

- Teacher interview with all pupils
- Negotiating agreements between pupils and monitor progress
- Working with parent (s)/guardian (s)
- No Blame Approach
- Circle time

6. The school's programme of support for working with pupils affected by bullying is as follows:

- SPHE
- Stay Safe
- Walk Tall
- Friendship Week
- Circle Time

If the pupils require further support the school will endeavour to liaise with appropriate agencies.

7. 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.

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8. Prevention of Harassment

The Board of Management confirms that the school will, in accordance with its obligation under quality legislation, take all such steps that are reasonably practical to prevent the sexual harassment of pupils or staff or the harassment of pupils or staff of any of the nine grounds

9. This policy was adopted by the Board of Management on _____

10. This policy has been made available to school personnel, published on the school website (or where none exists, is otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A copy of this policy will be made available to the Department and the patron if requested.

11. 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 where none exists, be otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: _____

(Chairperson of Board of Management)

Signed: _____

(Principal)

Date: _____

Date: _____

Date of next review: _____

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Appendix 1

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 • Physical aggression • Damage to property name calling • 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 • Nonverbal • Invasion of personal space
<p>Cyber</p>	<ul style="list-style-type: none"> • Denigration-spreading of rumours, gossips or lies to hurt another's reputation • Harassment- continually sending vicious, mean or distributing 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 information or images • Exclusion-purposely excluding someone from an online group • Cyber stalking- ongoing harassment and denigration that causes a person considerable fear for his/her safety • Silent phone calls • Abusive phone calls, emails or messages • Abusive communication through social media • Abusive website comments
<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

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Race, nationality, ethnic background and member of the Traveller community	<ul style="list-style-type: none">• Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background• Exclusions based on any of the above
Relational	<p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none">• Gossip• Isolation and exclusion• Ignoring• Excluding• Spreading rumours• Breaking confidence• Talking loud enough so that the victim can hear• The 'look' - looking at someone in a way to make them feel uncomfortable or intimidated
Sexual	<ul style="list-style-type: none">• Unwelcome or inappropriate sexual comments or touching• Harassment

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Appendix 2

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

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3. Source of bullying concern/report (tick relevant box(es))*

Pupil concerned
Other Pupil
Parent
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 related	Racist	Membership of Traveller community	Other (specify)

8. Brief Description of bullying behaviour and its impact

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.

Appendix 3

Curricular Resources and Supports

- Cool School Programme: A Friend in Deed
- #UP2US
- Be Safe- Be Web Wise
- Think Before you Click
- Let's Fight It Together
- Webwise
- Growing Up LGBT
- Stand Up Programme
- The Trust Pack
- THE Yellows Flag Programme
- Zeeko

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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 principals 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?	

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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?
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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 _____

Signed Principal _____

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Appendix 5

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.

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- 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.

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