



Anti Bullying Policy- St. Joseph's N.S. Kingscourt



1. In accordance with the requirements of the Educational Welfare Act 2000 and the code of Behaviour guidelines issued by the NEWB, the Board of Management of St. Joseph's N.S. 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 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
 - 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.
3. In accordance with the Anti- Bullying Procedures for Primary Schools bullying is defined as follows:

Bullying is unwanted negative behaviour, verbal, psychological and physical conducted by an individual or group against another person [or persons] and which is repeated over time. It includes relational bullying, cyber bullying, identity-based bullying such as homophobic bullying.

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

- Deliberate exclusion, malicious gossip and other forms of relational bullying
- Cyber bullying
- Identity-based bullying such as homophobic bullying, racist bullying, bullying based on ethnic minorities LGBT pupils or those perceived to be LGBT ,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 will be dealt with, as appropriate and in accordance with our 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 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.

Investigation

4. The class teacher will investigate the deal with the bullying incidents and in the event of the class teacher not having sufficient time or where there is a serious case of bullying they can pass it on to the Principal or Deputy Principal to investigate and they will report back to the class teacher.

5. Implementation of education and prevention strategies including awareness raising.



SPHE curriculum will make specific provision for exploring bullying as well as the inter-related areas of belonging and integrating, communicating, conflict, friendship, personal safety and relationships. The Stay Safe Programme will cover areas of personal safety and seeks to enhance pupils' self-protection skills including the ability to recognise and cope with bullying. Walk Tall will cover strategies to build empathy, respect, resilience and a positive sense of self-worth. RSE programme in 6th class will cover the areas of human sexuality and relationships and identity – based bullying. Co-operation and group enterprises are promoted through sport activities, school tours and project work, drama, circle time. Our student council are active in promoting friendship groups. They are also a voice for pupils within the school and contribute to the positive atmosphere and play their part in preventing bullying. A friendship wall has been established to encourage the skills of friendship along the corridor at the yard exit. Friendship Fortnight is organised throughout the school in January/ February to encourage skills of building positive relationships. We will also discuss ways to address and resolve friendship conflicts. Senior Yard is zones so that pupils play with their class and classes don't mix with older of younger age groups.

Cyber Bullying Prevention

Paula O Connor gives a workshop every year " Don't be Mean behind your Screen" on Cyber bullying for 6th and 5th class pupils in October. There is also a talk given to parents outlining the dangers of social networks and how to tackle cyber bullying. Our mobile phone and electronic devices prevents the use of cyber bullying in school but incidences outside or school are multiplying each year and the negative effects spill into school.

Friends for Life

We presently have two members of staff who are trained as facilitators for the Friends For Life Programme which will be provided to 5th class pupils with booster sessions when in 6th class. Through this school-based intervention and prevention programme there will be an opportunity to explore differences including identity based differences and to develop a respect for these differences. We aim to enhance children's resilience, teach social and emotional skills and provides children with essential skills for coping with life's challenges. We have also provided " Fun Friends" Programme for 2nd class pupils in 2016.

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6. The school's procedures for investigation, follow-up and recording of bullying behaviour and established intervention strategies used for dealing with cases of bullying behaviour are as follows:
 - I. The primary aim for the teacher 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.
 - II. All reports including anonymous reports of bullying must be investigated and dealt with by the relevant teacher so that pupils gain confidence in "telling".
 - III. Non teaching staff are encouraged to report any incidences of bullying behaviour witnessed to the relevant teacher.
 - IV. It is very important the parents and pupils understand that they are required to co-operate with any investigation and assist the school in resolving and issues and restoring as far as is practicable the relationships of the parties involved as quickly as possible.
 - V. Teachers take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents.
 - VI. Incidents are generally investigated outside the classroom situation to ensure privacy of all involved.
 - VII. All interviews are conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved [witnesses] can provide very useful information
 - VIII. When investigating incidents of bullying behaviour, it is necessary to seek answers to questions of what, where, when, who and why? This is done in a calm manner, setting an example of dealing effectively with conflict in and non-aggressive manner. It may be helpful to ask those involved to write their account depending on the age of the pupils.
 - IX. Where it has been determined that bullying behaviour had occurred, parents of the parties involved will be contacted at an early stage to inform them of the matter and explain the actions being taken.
 - X. Follow-up meetings with relevant parties involved will be arranged separately with a view to possible bringing them together at a later date if the pupil who had been bullied is ready and agreeable.
 - XI. In cases where the relevant teacher considers that the bullying behaviour has not been adequately and appropriately addressed within 20 days after he/she has determined that bullying behaviour has occurred, it must be recorded in the recording template attached to this policy.
 - XII. Where a parent is not satisfied that the school has dealt with a bullying case in accordance with procedures, the parents can refer to the school's complaints procedures.

Procedures for recording Bullying Behaviour

The relevant teacher will use his/ her professional judgement in relation to reports of bullying and where it has been established that the bullying has occurred, written records will assist in the resolution of the issue.

The recording template must be used

- where the bullying behaviour is deemed from evidence to be very serious and must be reported immediately to the Principal or Deputy Principal.
- Where the bullying behaviour has not been resolved within 20 days after the class teacher had determined that bullying behaviour has occurred

On Going Evaluation of the effectiveness of the Anti-Bullying Policy

- Effective of policy reviewed at Staff Meeting
- Records of bullying behaviour collated and analysed at B.O.M. meetings
- Surveys of pupils and staff and parents to examine effectiveness

7. Work with Victims and Bullies

- Low self-esteem is an attribute which victims and bullies share. It is necessary therefore to avail of opportunities to increase feelings of self-worth among victims and bullies. Victims may need counselling to participate in activities designed to raise their self-esteem and bullies may need counselling to help them learn other ways of meeting their needs without violating the rights of others. With serious cases of bullying where the behaviour is potentially abusive the school will consult with the HSE Children and Family Services or An Gardaí or N.E.P.S. A programme of support for both victims and bullies may need to be drawn up with the help of outside agencies.
- Pupils who observe incidents of bullying behaviour should be encouraged to discuss them with their teachers and will be reminded that by reporting incidences of bullying they are acting responsibly.
- Bullying is a societal problem and a whole community approach is needed to combat bullying behaviour. The school as a community is made up of management, teachers, non-teaching staff, pupils and parents, and the promotion of home/school/community links is a vital element in the countering of bullying behaviour.
- The school's anti-bullying code is discussed regularly in each class and explained to the children. Learning strategies on dealing with unsafe/ bullying incidents and enhancing pupils' self-worth will be covered in each class through in S.P.H.E. Stay Safe and Walk Tall programmes

8. Supervision and Monitoring of Pupils

Effective supervision is in place in the Junior and Senior Yard at break times with 2 teachers 2 SNAs person on each yard. Supervision is also effective before and after school with 5 personnel on duty in the mornings and at home time.

9. Prevention of Harassment

The Board of Management confirms that the school will in accordance with its obligations under equality legislation, take all steps that are reasonably practicable to prevent the sexual harassment of pupils or staff or the harassment of staff on any of the nine grounds specified i.ee. gender, including transgender, civil status, family status, sexual orientation, religion, age disability, race and membership of the traveller community

This policy will be made available to staff, parents and Board members for examination. It is based on the new guidelines set out in September 2013.

THIS POLICY AND ITS IMPLEMENTATION WILL BE REVIEWED BY THE B.O.M. ONCE A YEAR

Reviewed by Board of Management on 19th October 2016

Signed :  Chairperson of the Board of Management

Signed :  Mairéad Corbally – Principal

Signed: *Clodagh Mc Kenna* – Parent's Representative

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

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

8. Brief Description of bullying behaviour and its impact

9. Details of actions taken

Signed _____ (Relevant Teacher) Date _____

Submitted to Principal/Deputy Principal on _____

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 Anti-Bullying Procedures for Primary and Post-Primary Schools?	
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 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 _____ Date _____ Chairperson, B.O.M.

Signed _____ Date _____ Principal

