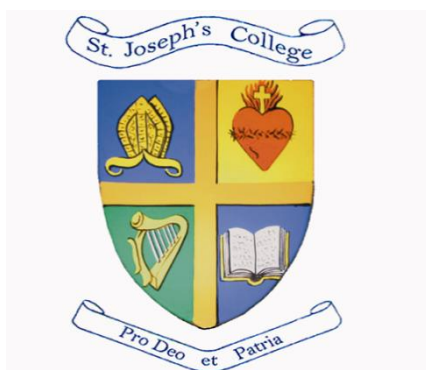


# St. Joseph's Patrician College, Galway.

## 'THE BISH'



## Anti-Bullying Policy

Ratification Date: January 23<sup>rd</sup> 2023

Revision Number	Date:	Sent to BOM
1	October 2021	
2	December 2022	December 2022
3	January 2023	January 2023

Next Review Date: October 2023

This procedure is in keeping with the Child Protection Procedures as adopted by the Board of Management. Teachers are reminded that they are mandated persons and must be familiar with their obligations with reference to the Children First: National Guidance for Protection and Welfare of Children 2017 and the Children First Act 2015

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### Acronyms used in the Document

<b>CAMHS</b>	Child and Adolescent Mental Health Services
<b>CIMP</b>	Critical Incident Management Plan
<b>CPD</b>	Continuing Professional Development
<b>DOE</b>	Department of Education
<b>DOH</b>	Department of Health
<b>HEA</b>	HEALTH EDUCATION AGENCY
<b>HSE</b>	HEALTH SERVICE EXECUTIVE
<b>LGBT</b>	LESBIAN, GAY, BISEXUAL, TRANSGENDER
<b>LGBTQIA+</b>	lesbian, gay, bisexual, transgender, queer or questioning, intersex, asexual, and more.
<b>NAPD</b>	National Association of Principals and Deputy Principals
<b>NCCA</b>	National Council for Curriculum and Assessment
<b>NEPS</b>	National Educational Psychological Service
<b>NEWB</b>	National Education and Welfare Board
<b>NOSP</b>	National Office for Suicide Prevention
<b>SPHE</b>	Social, Personal and Health Education
<b>Tusla</b>	National Child and Family Agency
<b>WHO</b>	World Health Organisation
<b>FUSE</b>	An Anti-Bullying and Online Safety Programme developed by DCU Anti-Bullying Centre.
<b>SEN</b>	Special educational needs: an expression used to refer to special needs (= the needs of people with particular disabilities or problems) relating to education
<b>PME</b>	Students doing The Professional Master of Education (PME) which is a full time teacher education programme designed for those who wish to become a post primary teacher

## **1.Rationale**

In accordance with the requirements of the Education (Welfare) Act 2000 and the Code of Responsibility and Behaviour guidelines issued by the NEWB, the Board of Management of St. Joseph's Patrician College has adopted the following anti-bullying policy within the framework of the school's overall Code of Responsibility and 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. This policy was also developed considering recommendations in: "Being LGBT in School". (A resource for Post Primary Schools to Prevent Homophobic and Transphobic Bullying and Support LGBT Students 2020)

## **2. Scope**

The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils. St. Joseph's Patrician College 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 subsequent follow up of any reported bullying behaviour.
- On-going evaluation of the effectiveness of the anti-bullying policy.
- Annual Review of Policy by BOM (October BOM meeting)

### **3 Bullying Defined**

- 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:

- **Physical aggression:** This behaviour includes pushing, shoving, punching, kicking, poking and tripping people. It may also take the form of severe physical assault.
- **Cyber-bullying:** It is bullying carried out through the use of information and communication technologies such as text messages, social network sites, e-mail, instant messaging (IM), apps, gaming sites, chat-rooms and other online technologies. This type of bullying is continuously evolving. Being the target of inappropriate or hurtful messages is the most common form of cyber bullying. As cyber-bullying uses technology to perpetrate bullying behaviour and does not require face to face contact, cyber-bullying can occur at any time (day or night). Many forms of bullying can be facilitated through cyber-bullying. For example, a target may be sent homophobic text messages or pictures may be posted with negative comments about a person's sexuality, appearance etc
- **Intimidation:** Some bullying behaviour takes the form of intimidation: it may be based on the use of aggressive body language with the voice being used as a weapon. Particularly upsetting can be a facial expression which conveys aggression and/or dislike. EG Staring at another pupil, with the intent of making them feel uncomfortable.

- **Isolation/exclusion and other relational bullying:** This occurs where a certain person is deliberately isolated, excluded or ignored by some or all, of the class group, including malicious gossip.
- **Name calling:** Repeated name-calling directed at the same individual(s) which hurts, insults or humiliates should be regarded as a form of bullying behaviour. Name-calling and improper use of LGBT related language that goes unchecked can lead to bullying behaviour. It is not acceptable for words or phrases to be used to wrongly imply an individual's membership of a group and /or refer to that particular group in a derogatory way (for example, 'that's so gay', 'sure he's gay', 'queer', 'lezzie', etc
- **Peer pressure :** Teen peer pressure is the influence a teen's social group has on him, that could lead to a form of bullying behaviour.
- **Homophobic bullying:** is bullying that is motivated by a dislike or fear of someone because of the known or assumed/presumed lesbian, gay, bisexual or transgender identity of the individual being targeted.
- **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.
- **Damage to property:** Personal property can be the focus of attention for bullying behaviour. EG taking and or damaging another pupil's property.
- **Extortion:** Demands for money or other items may be made, often accompanied by threats (sometimes carried out in the event of the targeted pupil not delivering on the demand). A pupil may also be forced into theft of property for delivery to another who is engaged in bullying behaviour.

The various types of bullying listed above are described in further detail in **Appendix 7.**

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 Responsibility and 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 may 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 Responsibility and Behaviour (**Appendix 1**).

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

### **Indicators of Bullying**

The following signs and symptoms may suggest that a pupil is being bullied:

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

### **Key elements of a positive school culture and climate**

St. Joseph's Patrician College acknowledges the right of each member of the school community to enjoy school in a secure environment.

St. Joseph's Patrician College:

- Acknowledges the uniqueness of each individual and his/her worth as a human being.
- Promotes positive habits of self-respect, self-discipline and responsibility among all its members.
- Prohibits vulgar, offensive or other aggressive behaviour or language by any of its members.
- Has a clear commitment to promoting equity in general and gender equity in particular in all aspects of its functioning.
- Has the capacity to change in response to pupils' needs.
- Identifies aspects of curriculum through which positive and lasting influences can be exerted towards forming pupils' attitudes and values.
- Takes particular care of pupils who are identified as being vulnerable and uses its monitoring systems to facilitate early intervention where necessary and it responds to the needs, fears or anxieties of individual members in a sensitive manner

#### **4. Relevant Teacher(s):**

The relevant teacher(s) for investigating and dealing with bullying is (are) as follows: Principal, Deputy Principal, Guidance counsellor(s), Year Head, Class head, or Class teacher.

#### **5. The education and prevention strategies that will be used by the school are as follows:**

St. Joseph's Patrician College implements a range of strategies that endeavour to target bullying both in the classroom and whole-school context.

- The implementation of regular whole school awareness measures. For example: annual Anti - Bullying week undertaken by the S.P.H.E. (Social, Personal and Health Education) department both in class and throughout the school. (whole school awareness) Usually around September each year.
- The discussion of bullying is supplemented in other subjects where curricular content applies appropriately to the issue.



Teachers participate by completing in-class work that deals sensitively with the issue of bullying. Pupils are encouraged to support one another and be aware of how their behaviour, both verbal and physical, can affect others in school and in the wider community.

- Staff members in St. Joseph's Patrician College promote co-operation and group enterprise through team sports, school clubs and societies as well as through practical subjects. The wide range of sporting activities provided to pupils provides excellent opportunities for learning how to control aggression.
- Junior classes attend weekly S.P.H.E. and Wellbeing classes which at times incorporate the discussion of bullying and how best to pre-empt its occurrence. Pupils learn about the various types of bullying (cyber, homophobic etc.) and how to report incidents of bullying as they arise.
- 1st Year Students participate in the Friends Youth programme as part of their wellbeing module. The Friends Youth programme is a resilience-based programme underpinned by NEPS.
- 2<sup>nd</sup> year students will participate in the Dublin City University FUSE Anti Bullying & Online Safety programme. As part of the SPHE curriculum in 2<sup>nd</sup> year.
- Junior students are also surveyed twice a year (minimum) to investigate prevalence rates of bullying, identify classes that require specific intervention and provide opportunity to pupils to share any concerns they may have.
- St. Joseph's Patrician College will also provide cyber-bullying workshops for pupils and their parents. These workshops aim to raise awareness and promote positive online behaviour among students and parents. **Appendix 8: list of courses provided for pupils and teachers.**
- Buddy system (Prefects) and other student support activities can help to support students, and encourage a culture of peer support. These activities may be co-ordinated by school prefects and /or Student Council and Headstrong Committee.
- Training will be provided for teachers on resolving bullying; internet safety and cyber bullying; sexual orientation and homophobia. This training may be facilitated during Croke Park hours. These hours provide additional time to deal with some or all of the following items: school planning; CPD; induction; policy

development; staff meetings; nationally planned in-service and school arranged in-service, without the loss of tuition time.

- Parents are advised of their responsibility in supervising social media sites outside school. Pupils do not have access to these sites on school computers. Parents are expected to be aware that there is an age restriction on the use of these sites.
- In attempting to prevent bullying, St. Joseph's Patrician College takes particular account of the needs of pupils with disabilities or with SEN and ensures that all the services that provide for such pupils work together. Approaches to decreasing the likelihood of bullying for pupils with SEN include improving inclusion, focusing on developing social skills, paying attention to key moments such as transitioning from primary to post-primary and cultivating a good school culture which has respect for all and taking care of one another as central.

Staff members of St. Joseph's Patrician College aim to create an environment that promotes positive behaviour and supports students who experience bullying behaviour. Staff endeavour to:

- Model respectful behaviour to all members of the school community at all times.
- Display key respect messages around the school. Involve pupils in the development of these messages.
- 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 any pupil.
- Give constructive feedback to pupils when respectful behaviour and respectful language are absent.
- Teach pupils about the appropriate use of social media, within SPHE subject.
- Positively encourage pupils to comply with the school Acceptable Use Policy (AUP, available on bish.ie) regarding mobile phone and internet use. Follow up and follow through with pupils who ignore the policy.
- Actively involve parents and/or the Parents' Council 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 teach school Code of Responsibility and Behaviour in pupil friendly language in the classroom and in common areas.
- Actively watch out for signs of bullying behaviour.
- Ensure adequate school yard supervision is available.
- Support the work of the school student council which liaises with an assigned staff member. This staff member relays the opinions of the student council to staff and senior management.
- Supervise and monitor 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.
- Ensure that students know who to tell and how to tell. They can email either of our guidance counsellors, details are available in school Journal on page 8:  
[guidance@bish.ie](mailto:guidance@bish.ie) Mr. Barry McDermott.  
[e.hammond@bish.ie](mailto:e.hammond@bish.ie) Ms. Emma Hammond

New school entrants are supported as follows:

- Copies of the Anti-Bullying Policy will be made available to all new parents via the school website.
- During the induction evening for new pupils, parents will be informed about bullying:
  - the standards of behaviour expected from pupils in the school
  - what action the parents should take if their child is being bullied,
  - what action the parents should take if told that their child has engaged in bullying behaviour.

#### **6. Investigating and dealing with bullying behaviour are as follows:**

- St. Joseph's Patrician College acknowledges the significant role of all staff members in the promotion of a positive whole-school environment. All staff members are also significant stakeholders in targeting bullying behaviour.
- Staff responsible for dealing with any reported bullying behaviour will come from a team comprising of Senior Management, Year

Heads, Care Group and Guidance Counsellors. They will undertake the role of the relevant teacher and will investigate and deal with incidents of bullying on a case-by-case basis. Senior Management may designate a teacher from outside this group to be the relevant teacher, if deemed appropriate.

- Each staff member responsible may be supported in his/her work by teachers from the S.P.H.E., Wellbeing and Guidance Counselling departments. Staff from these departments may have discussed bullying incidents and/or disclosures with victims and/or perpetrators. As a result, they may provide additional insight and information to the relevant teacher investigating.
- The Board of Management advises that members of school staff have sufficient familiarity with the school's anti bullying policy. Such familiarity enables staff to effectively and consistently apply the policy when required. Such 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.
- St. Joseph's Patrician College will disperse the school's anti-bullying policy to all staff.
- The Board of Management also makes appropriate arrangements to ensure that PME students, temporary and substitute staff have sufficient awareness of the school's Code of Responsibility and Behaviour and its anti-bullying policy. Such arrangements include an induction meeting for temporary and substitute staff where they are furnished with relevant codes and policies.

**7. The school's programme of support for working with pupils affected by bullying is as follows (see Section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary Schools):**

- The whole school community is centrally involved in the ongoing formation of the school's anti-bullying policy
- The open and easy access to the guidance counsellors play a significant role in the prevention of bullying
- Parents are invited to regular anti-bullying information sessions including information on Cyber Bullying.
- The anti-bullying programme FUSE is delivered during SPHE lessons
- There is a significant focus on cyber bullying and training is provided for all year groups •
- There is an established wellbeing committee in the school.

- The school is very active in “Stand Up” week.
  - Consistent monitoring of victims and perpetrators as appropriate.
- See **Appendix 8** for more detail.

## **8. Procedures for investigation, follow-up and recording of bullying behaviour**

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: A pupil or parent may bring a bullying concern to any teacher in the school. Individual teachers must take appropriate measures regarding reports of bullying behaviour in accordance with the school’s anti-bullying policy.

It should be noted that St. Joseph’s Patrician College has the capacity to investigate incidents of bullying that occur during school hours only. Incidents of bullying that occur out of school hours e.g. Cyber-bullying, are not within the remit of school anti-bullying policy. However, incidents of bullying that lead to further bullying within the school setting may be investigated.

### **Procedures for investigating Bullying**

- Teachers respond sensitively to pupils who disclose incidents of bullying and investigate all disclosed incidents of bullying;
- Answers will be sought to the questions of what, where, when, who and why;
- Investigation is usually carried out outside the classroom to ensure confidentiality.
- If a group of pupils are involved, it is normal practice to first interview each one individually;
- Pupils who are not directly involved may be asked for information if deemed appropriate;
- Teachers will liaise with the Care Team Group (Senior Leaders and Guidance Counsellors who meet weekly) who may assist in dealing with any investigation.
- These procedures are outlined in further detail in Appendix 6 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

### **Procedures for recording bullying behaviour**

The Board of Management of St. Joseph’s Patrician College provides clear procedures for the formal noting and reporting of bullying behaviour. All records are maintained in accordance with relevant GDPR data protection legislation.

The school's procedures for noting and reporting bullying behaviour adhere to the following guidelines:

- The relevant teacher(s) for investigating and dealing with bullying are as follows: Principal, Deputy Principal, Guidance counsellor, Year head, Class head, or Class teacher.
- The relevant teacher will keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as practicable, the relationships of the parties involved.
- The relevant teacher will use the recording template at **Appendix 3** (Appendix 3 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*) 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.

In each of the circumstances at (a) and (b) above, the recording template at Appendix 3 must be completed in full and retained by the teacher in question and a copy provided to the Principal or Deputy Principal as applicable. It should also be noted that the timeline for recording bullying behaviour in the recording template at Appendix 3 does not in any way preclude the relevant teacher from consulting the Principal or Deputy Principal at an earlier stage in relation to a case.

- St. Joseph's Patrician College acknowledges that in certain cases it may be necessary for the school to seek the assistance of other local persons and formal agencies such as NEPS, HSE social workers, community workers, Gardaí etc.
- At every board of management meeting the Principal will provide a report to the Board of Management setting out the overall number of bullying cases reported (by means of the bullying recording template Appendix 3 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*) since the previous report to the Board. The Principal will also provide confirmation that all cases referred to have been or are being, dealt with in accordance with the school's anti-bullying policy and the *Anti-Bullying Procedures for Primary and Post-Primary schools*.

- The minutes of the Board of Management meeting will record the above but will not include any identifying details of the pupils involved.

### **Referral of serious cases to Child and Family Agency (Tusla).**

In relation to bullying in schools, *Children First: National Guidance for the protection and welfare of Children 2017* and the *Child Protection Procedures for Primary and Post-Primary Schools 2017* provide that in situations where “the incident is serious and where the behaviour is regarded as potentially abusive, the school must consult Tusla 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 Guidance and *the Child Protection Procedures for Primary and Post-Primary Schools*, be referred to the Child and Family Agency (TUSLA) 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 TUSLA, the Designated Liaison Person must seek advice from TUSLA.

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

- Individual counselling for students where appropriate.
- Group work, where appropriate.
- Mediation, where appropriate.
- Consistent monitoring of victims and perpetrators as appropriate.

### **9. Supervision and Monitoring of Pupils.**


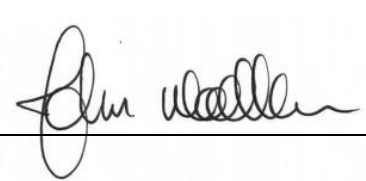
The Board of Management confirms that appropriate supervision and monitoring policies and practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible.

### **10. 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 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. This policy will reflect the Charter for Dignity at Work and the Health, Safety and Welfare at Work Act.

**11.** This policy has been made available to school personnel, published on the school website and provided to the Parents' Council. A copy of this policy will be made available to the Department and Le Chéile Schools' Trust 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' Council. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

The Board of Management ratified this policy on the:	DATE: <b>January 23<sup>rd</sup> 2023</b>
	Signed:
<b>Kieran Kavanagh Chairperson</b>	
<b>John Madden Secretary of the BOM</b>	
Date of next review: February 20 <sup>th</sup> 2023	

The annual review of the anti-bullying policy and its implementation will take place t the BOM meeting on Monday February 20<sup>th</sup> 2023



## Appendix 1

**The Code of Responsibility and Behaviour for St. Joseph's Patrician College Galway** can be accessed and downloaded from the school website [www.bish.ie](http://www.bish.ie).

## 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.
- 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 around the school. Involve pupils in the development of these messages.
- 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.
- Develop a system of encouragement and rewards to promote desired behaviour and compliance with the school Code of Responsibility and Behaviour.
- Teach pupils about the appropriate use of social media.
- Positively encourage pupils to comply with the school Acceptable Use Policy (AUP) on mobile phone and internet use.
- Follow up and follow through with pupils who ignore the rules.

- Actively involve parents and/or the Parents' Council 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.
- Support the establishment and work of student councils.

## Appendix 3

### Template for Recording Bullying behaviour.

1.			
<b>Name of Pupil being Bullied</b>		<b>Class group</b>	
2.			
<b>Name(s) of pupils engaged in Bullying Behaviour</b>		<b>Class group(s)</b>	
3.		4.	
<b>Source of bullying concern / report*</b>	(tick relevant box(es))	<b>Location of Incidences</b>	(tick relevant box(es))
Pupil Concerned		Playground/yard	
Other pupil		Classroom	
Parent		Corridor	
Teacher		Toilets	
Other		School Bus	
		Other	
5.			
<b>Name of person(s) who reported the bullying concern</b>			
6			
<b>Types of Bullying behaviour</b>	(tick relevant box(es) *)		(tick relevant box(es) *)
Physical Aggression		Cyber -bullying	
Damage to property		Intimidation	
Isolation/ exclusion		Malicious Gossip	
Name calling		Other (specify)	
7			
<b>Where behaviour is regarded as identity-based bullying indicate</b>	(tick relevant box)		

<b>the relevant category</b>			
Homophobic		Member of travelling community	
Disabled /SEN		Other (Specify)	
Racist			

**8. Brief description of bullying behaviour and its impact**

**9. Details of actions taken:**

Signed:

Date:

(Relevant teacher)

Date submitted to principal / Deputy Principal

## **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 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 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 Pupils 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?	

The Board of Management undertook this review :	DATE:
	Signed:
<b>Kieran Kavanagh. Chairperson</b>	
<b>John Madden Secretary of the BOM</b>	
Date of next Annual review:	

**Appendix 5.**

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

To: \_\_\_\_\_

The Board of Management of **St Joseph’s Patrician College** 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. (See **Appendix 4** of this policy)

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

Chairperson, Board of Management

Signed \_\_\_\_\_ Date

Principal

## Appendix 6: Procedures for Investigating Bullying

The school's procedures must be consistent with the following:

(i) The primary aim for the relevant 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) In investigating and dealing with bullying, the teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved;

(iii) All reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher. 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;

(iv) Non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners must be encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher;

(v) Parents 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;

(vi) It is very important that all involved (including each set of pupils and parents) understand the above approach from the outset;

(vii) Teachers should take a calm, compassionate and assertive problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents;

(viii) Incidents are generally best investigated outside the classroom situation to ensure the privacy of all involved;

(ix) 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;



(x) 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;

(xi) 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;

(xii) Each member of a group should be supported through the possible pressures that may face them from the other members of the group after interview by the teacher;

(xiii) It may also be appropriate or helpful to ask those involved to write down their account of the incident(s);

(xiv) In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parents 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 parents an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports for their pupils;

(xv) 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;

(xvi) It must also be made clear to all involved (each set of pupils and parents) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his parents and the school. Sanctions, where necessary, will be in line with the school's Code of Responsibility and Behaviour.

(xvii) 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. This can have a therapeutic effect;

(xviii) In cases where the relevant teacher considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour has occurred, it must be recorded by the relevant teacher in the recording template at **Appendix 3**

(xix) In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of his/her professional judgement, take the following factors into account:

- Whether the bullying behaviour has ceased;
- Whether any issues between the parties have been resolved as far as is practicable;
- Whether the relationships between the parties have been restored as far as is practicable; and
- Any feedback received from the parties involved, their parents or the school Principal or Deputy Principal;

(xx) Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents must be referred, as appropriate, to the school's complaints procedures;

(xxi) In the event that a parent has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parents of their right to make a complaint to the Ombudsman for Pupils.

## Appendix 7

Types of Bullying defined in detail. This is not an exhaustive list and may be subject to change.

- **Cyber-bullying:** This type of bullying is increasingly common and is continuously evolving. It is bullying carried out through the use of information and communication technologies such as text, social network sites, e-mail, instant messaging (IM), apps, gaming sites, chat-rooms and other online technologies. Being the target of inappropriate or hurtful messages is the most common form of online bullying. As cyber-bullying uses technology to perpetrate bullying behaviour and does not require face to face contact, cyber-bullying can occur at any time (day or night). Many forms of bullying can be facilitated through cyber-bullying. For example, a target may be sent homophobic text messages or pictures may be posted with negative comments about a person's sexuality, appearance etc.
- **Physical aggression:** This behaviour includes pushing, shoving, punching, kicking, poking and tripping people. It may also take the form of severe physical assault. While pupils often engage in 'mess fights', they can sometimes be used as a disguise for physical harassment or inflicting pain.
- **Intimidation:** Some bullying behaviour takes the form of intimidation: it may be based on the use of very aggressive body language with the voice being used as a weapon. Particularly upsetting can be a facial expression which conveys aggression and/or dislike.
- **Isolation/exclusion and other relational bullying:** This occurs where a certain person is deliberately isolated, excluded or ignored by some or all, of the class group. This practice is usually initiated by the person engaged in bullying behaviour and can be difficult to detect. It may be accompanied by writing insulting remarks about the pupil in public places, by passing around notes about or drawings of the pupil or by whispering insults about them loud enough to be heard. Relational bullying occurs when a person's attempts to socialise and form relationships with peers are repeatedly rejected or undermined. One of the most common forms includes control: "Do this or I won't be your friend anymore" (implied or stated); a group ganging up against one person (girl or boy); non-verbal gesturing; malicious gossip; spreading rumours about a person or giving them the "silent treatment".

- **Name calling:** Repeated name-calling directed at the same individual(s) which hurts, insults or humiliates should be regarded as a form of bullying behaviour. Often name-calling of this type refers to physical appearance, e.g., size or clothes worn. Accent or distinctive voice characteristics may attract negative attention. Academic ability can also provoke name calling. This tends to operate at two extremes. There are those who are singled out for attention because they are perceived to be weak academically. At the other extreme there are those who, because they are perceived as high achievers, are also targeted. Name-calling and improper use of LGBT related language that goes unchecked can lead to bullying behaviour. It is not acceptable for words or phrases to be used to wrongly imply an individual's membership of a group and /or refer to that particular group in a derogatory way (for example, 'that's so gay', 'sure he's gay', 'queer', 'lezzie', etc.).
- **Homophobic bullying** is bullying that is motivated by a dislike or fear of someone because of the real or perceived lesbian, gay, bisexual or transgender identity of the individual being targeted. Highlight the difference between harassment and bullying
- **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.
- **Name calling** and use of gay related words or phrases (e.g. 'those trainers are gay') should be listed under types of unacceptable behaviour that can lead to bullying.
- **Damage to property:** Personal property can be the focus of attention for bullying behaviour. This may result in damage to clothing, mobile phone or other devices, school books and other learning material or interference with a pupil's locker or bicycle. The contents of school bags and pencil cases may be scattered on the floor. Items of personal property may be defaced, broken, stolen or hidden.
- **Extortion:** Demands for money or other items may be made, often accompanied by threats (sometimes carried out in the event of the targeted pupil not delivering on the demand). A pupil may also be forced into theft of property for delivery to another who is engaged in bullying behaviour.

## **Appendix 8**

### **List of Courses Provided for Pupils, Teachers and Parents**

- FUSE Program – anti bullying and online safety programme developed by DCU Anti Bullying Centre
- Cycle Against Suicide Headstrong Programme – programme run in conjunction with Cycle Against Suicide. A module is dedicated to bullying (of all forms) and its effects. Offered through the SPHE programme and Wellbeing Modules
- Friends Youth Programme – a NEPS led resilience-based programme aimed at 1<sup>st</sup> Year students
- Jigsaw Online Portal – available to all teachers. Modules can be completed on best practice in tackling issues of bullying.
- SPHE Programme – dedicated sections on bullying through the ‘Friendship’ Module and ‘Personal Safety’ Module.
- Brendan Smith Cyber Awareness Anti Bullying Workshops – workshops completed in class with all Junior School students. September of every year.
- Wayne Denner (for students and parents) – Online safety trainer on social media and technology. Talks given in January.
- Anti-Bullying Week – September annually
- Stand Up Awareness Programme (LGBT Week) – November annually