Scoil Íosaf National School,
Castlemartyr, Co. Cork. P25 FK64

Tel: (021) 4667689   Email: castlemartyrns@gmail.com
Website: www.castlemartyrns.com
Roll Number 13647B   Charities Registration No 20201993

"Let the rooms
be full of happiness"

## Anti-Bullying Policy

Contents:

## List of Appendices:

1. **Full Compliance:**

   In accordance with the requirements of the Education (Welfare) Act 2000 and the Code of Behaviour guidelines issued by the National Education Welfare Board (NEWB), the Board of Management of Scoil Iósaf NS 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.

   This policy has also taken into consideration 'Cineáltas - Action Plan on Bullying' (DES, December 2022)

2. **Key Principles of Best Practice:**

   The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils. The Board is fully committed to the key principles of best practice in preventing and tackling bullying behaviour.

   Bullying of school staff (teachers and responsible adults) by means of physical assault, damage to property, verbal abuse, threatening behaviour etc. is also completely unacceptable.

   UNESCO have developed nine core components of a Whole Education Approach to prevent and address bullying. Scoil Iósaf adopts these as appropriate:

- Strong political leadership and robust legal and policy framework to address bullying, school violence and violence against children in general
- Curriculum, learning and teaching to promote a caring (that is an anti-bullying) school climate
- Reporting mechanisms for students affected by bullying, together with support and referral services
- Student empowerment and participation
- Evidence: monitoring of school bullying and evaluation of responses
- Training and support for teachers addressing bullying and student centred and caring classroom management
- Safe psychological and physical school and classroom environment
- Involvement of all stakeholders in the school community, including parents
- Collaboration and partnerships between the education sector and a range of partners (other government sectors, non governmental organisations, academia, digital platforms)


**The Cineáltas, Action Plan on Bullying is rooted in the following four key principles; all of which are adopted by Scoil Iósaf:**

**Prevention:** Through the generation of empathy and the provision of training which provides a foundation for knowledge, respect, equality and inclusion
**Support:** Tangible and targeted supports based on a continuum of needs which provide a framework for school communities to work together
**Oversight:** Visible leadership creates positive environments for children and young people and all members of our school community

**Community**: Building inclusive school communities that are connected to society, and that support and nurture positive relationships and partnerships

## 3.  Definition of Bullying:

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.**

Cinéaltas, Action Plan (DES, 2022) outlines a similar definition:

**Bullying is targeted behaviour, online or offline, that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society.**

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 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.

Additional information on different types of bullying is set out in Section 2 of *the Anti-Bullying Procedures for Primary and Post-Primary Schools.* The examples of bullying behaviour from the publication are listed below. (Appendix 3A & 3B includes checklists to help in the determination of bullying behaviour)

### 3.1 Examples of bullying behaviour:

- **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".

- **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.

- **Name calling:** Persistent name-calling directed at the same individual(s) which hurts, insults or humiliates should be regarded as a form of bullying behaviour. Often namecalling 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.

- **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 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.

## 3.2 Cyber Bullying

Cyber bullying includes (but is not limited to) communicating via electronic means with the objective of causing hurt, fear, embarrassment, humiliation, alarm and/or distress to one or more persons. Cyber bullying includes the use of mobile phones, smart watches and the internet with the objective of upsetting someone. It may take the form of general insults or impersonation, defamation or prejudice-based bullying. Unlike other forms of bullying a once-off posting can constitute bullying.

### 3.3 Key Measures regarding Cyber Bullying

- Staff will endeavour to identify signs of cyber bullying and try to keep informed about the technologies that children commonly use.
- Scoil Iósaf NS fully embraces the resources available at www.webwise.ie. Webwise is the Irish Internet Safety Awareness Centre. It provides teaching resources and advice on internet safety topics, including cyberbullying and social media. Webwise is used in all classes from 1st – 6th Class.
- Advice will be communicated to help students protect themselves from being involved in bullying (as perpetrator or as victim) and to advise them on reporting any incidents.
- Students will be informed about cyber bullying in the course of their education.
- Appropriate outside guest speakers will visit the school where possible and will talk about cyber bullying.
- Parents will be provided with information and advice on cyber bullying.
- Parents and students are advised that it is illegal for a child under 13 to register with and use many social media networks, including Facebook, Instagram, and Snap-Chat.
- Scoil Iósaf N.S.'s internet is filtered which endeavours to block access to inappropriate web sites, apps etc.
- No pupil is allowed to work on the internet without a member of staff present.

### 3.4 Mobile Phones:

- The pupils in Scoil Iósaf NS, are not permitted to bring mobile phones to school or bring them on school outings.
- Use of the school landline, 021 4667689, is always available to teachers when they need to make contact with parents / guardians on behalf of pupils.
- Parent / guardian contact details are available in the school office.
- If a phone is brought into school the Relevant Teacher will take the phone from the pupil.
- The phone will be brought to the Principal's Office. The phone will be switched off and placed in an envelope. The name and class of the pupil concerned will be written on the outside of the envelope. The parent / guardian of the pupil concerned will be contacted.
- The phone will be returned to a parent / guardian. No third parties will be involved in the collection of a mobile phone.
- The parent / guardian will "sign out" the phone. See Appendix 7.
- The Board of Management is anxious to impress upon parents the importance of parental awareness regarding phones and other devices with internet access. Social media platforms require participants to be 13 years of age for legal access.
- When the Principal and/or Relevant Teacher is made aware of incidents involving phones that occur outside of school hours the Board is aware that the parents of the pupils involved must be informed. The Board is obliged to become involved under the *National Anti-Bullying Guidelines*. It is not the role or responsibility of the Principal or Board of Management to penalize/punish/sanction those involved. That obligation remains with the parents/guardians of the pupils involved.

## 4. Who is Responsible for What?

The '**Relevant Teacher**' for investigating and dealing with bullying is as follows:

- The Relevant Teacher is, in most cases, the class teacher.
- The Special Education Teacher (SET) may support the class teacher in the process.

Principal: where bullying behaviour is suspected the Class Teacher should inform the Principal. The Principal will aid the **relevant teacher** by providing class cover where possible.

## 5. Strategies for Education and Prevention

### Culture & Environment
- The school will, on receipt of guidance from the Department of Education and Skills create a 'School Culture & Values Declaration'.
- The School will continue to develop it's Wellbeing Policy Statement and Framework for Practice
- School staff will continue to model behaviour based on the ethical values of respect, integrity, care and trust
- Appendix 2 outlines a plethora of actions which may be implemented as appropriate

### Policy and Planning
- The school will regularly review records of alleged incidents of bullying behaviour to discern emerging trends, to identify key learning and to consider what measures could be taken to prevent reoccurrence.
- The school will comply in full with the *Anti-Bullying Procedures for Primary and Post-Primary Schools* which were published in September 2013.
- The school's policy will be made available on the school website.

### Relationships and Partnerships
- The school recognises that promoting the development of relationships and partnerships between children and young people, their families and the school community enhances our networks and understanding of each others experiences in Irish society

### Curriculum(Teaching and Learning)
- School staff and Board of Management will attend up-to-date training on measures to prevent and address bullying, racism, sexism and sexual harassment and the promotion of equality, diversity, inclusion and wellbeing as appropriate.
- Parents will be informed of training available to them on the topic of bullying.
- The SPHE/RSE curriculum will be reviewed and updated as necessary
- The school will adhere to best practice guidance for primary schools in the use of programmes and/or external facilitators in promoting wellbeing consistent with the Department of Education's Wellbeing Policy Statement and Framework for Practice.

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:

a) An awareness on the part of staff of the extremely serious nature of bullying and the severe consequences that may result in situations where it is not addressed.

b) A school-wide approach to the fostering of respect for all members of the school community.

c) The promotion of the value of diversity to address issues of prejudice and stereotyping, and highlight the unacceptability of bullying behaviour.

d) 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.

e) Raising the awareness of bullying as a form of unacceptable behavior through curricular initiatives in areas such as novel exploration, drama, co-operation and the control of aggression.

f) Raising awareness of "Is it Bullying?" Appendix 3 (a).

g) 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.

h) Involvement of the older children in contributing to a safe school environment e.g. Buddy systems, wet-day indoor lunch break supervision monitors and other student support activities that can help to support pupils and encourage a culture of peer respect and support.

i) Development and promotion of an **Anti-Bullying Charter** and displayed publicly in classrooms and in common areas of the school. Appendix 1.

j) An Anti-Bullying Awareness / Anti-Bullying Week will take place at the beginning of each school year.

k) The school's Anti-Bullying policy is discussed with pupils and all parent(s)/guardian(s)s on enrolment. The policy is available on the school website www.castlemartyrns.ie/Policies

l) Scoil Iósaf NS has developed an **Acceptable Use Policy** which includes the necessary steps to promote the safe use of technology. This is accessible at: www.castlemartyrns.ie/Policies

m) Scoil Iósaf implements regular whole school awareness measures throughout the school year.

n) The Code of Behaviour should be read in each classroom at the start of each school year.

o) 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 a note up with homework.
- Use of Class Surveys/Sociograms to alert the school to issues. Appendix 4 (a) (b) (c) (d).
- Get a parent(s)/guardian(s) or friend to tell on your behalf.
- Ensure bystanders understand the importance of "telling" if they witness or know that bullying is taking place.

p) The full implementation of the Social Personal & Health Education curriculum including the Relationship & Sexuality Education Programme and Stay Safe Programmes.

q) Continuous Professional Development for staff in delivering these programmes.

r) School wide delivery of lessons on bullying from evidence-based programmes, e.g. Stay Safe Programme, The Walk Tall Programme, Weaving Wellbeing classes 2nd – 6th.

s) The school will specifically consider the additional needs of Special Education Needs, SEN, pupils with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately.

t) The use of Restorative Practice questions at a whole-school level in dealing with issues which may arise. These are:

1. What happened?
2. What were you thinking about at the time?
3. What have your thoughts been since?
4. Who has been affected by what you did?
5. In what way have they been affected?
6. What do you think needs to happen next to make things right?

## 6. Procedures for Investigating and Dealing with Bullying

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

- Since the failure to report bullying can lead to a continuation of bullying, the school and parents encourage children to disclose and discuss incidents of bullying behaviour. This can be with the class teacher, the teacher on yard duty at the time, special needs assistants, the principal or with parents. This is a "telling school" as defined in the Stay Safe Programme. Children will therefore be constantly assured that their reports of bullying either for themselves or peers will be treated with sensitivity.
- 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 and comprehensively as possible.
- It is very important that all involved, pupils, parents/guardians and school staff understand the procedures from the outset.

In these procedures, the member of teaching staff who has responsibility for investigating and dealing with bullying is referred to as the '**relevant teacher**'. The 'relevant teacher' will normally be the Class Teacher. The Support Teacher, in certain cases, may also support the process (see section 4).

In investigating and dealing with bullying Scoil Iósaf recognises that:
- Early intervention is crucial;
- A calm, unemotional problem-solving approach should be adopted;
- Incidents are best investigated outside the classroom situation;
- Humiliation of victim or bully should be avoided at all costs;
- Interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned;
- Other pupils can sometimes provide useful information;
- Dealing effectively with conflict in a non-aggressive manner is setting an example for pupils;
- Parental input and co-operation are valuable;
- Both victim and bully need help.

## 6.1 Restorative Practice

Scoil Iósaf actively supports the use of Restorative Practice (RP) in our everyday language and interactions which ultimately supports relationship building. It also forms part of a method for investigating and dealing with bullying behaviour. The aim of the RP process is to seek to repair relationships that have been damaged, including those damaged through bullying.

Restorative practices restores the quality of relationships we have. Using this approach, we can both avoid and minimise conflict and help us to manage it better when it does arise. The intention is to develop a culture of care and respect that allows people to flourish in positive relationships based on mutual respect and care.

Restorative Practice uses the restorative values and moves us away from blame and attack, and instead seeks to focus the individuals on self reflection and trying to find a pathway through their issues that are empathetic.

Responsibility and personal reflection, emotional regulation and understanding help students to develop their emotional intelligence and move to a place of positive relationships.

RP exists within an explicit framework of **Fair Process**. This 'Fair Process' builds trust and commitment and involves these three elements:

1. Engagement – all parties engage in discussion
2. Explanation – adopt a shared understanding of the situation by all involved.
3. Clarity – involve all in a vision for the future. Restorative Practice is not one action; rather it is a continuum involving the following:
   a. Restorative dialogue
   b. Restorative class meeting or group conference
   c. Mediation
   d. Restorative school/community conference and problem-solving circle.

## 6.2 Reporting Bullying Behaviour ☐

- Any pupil or parent(s)/guardian(s) may bring an allegation of bullying or suspicion of bullying to the attention of the relevant teacher in the school. ☐
- Parents are encouraged to make an appointment to speak with the relevant teacher if they suspect that their child is being bullied. ☐
- 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'.
- 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;

## 6.2.1 Recording of Bullying Behaviour

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

- All staff must keep a written record of incidents witnessed by them or notified to them. Professional judgement is applied. The relevant teacher(s) will complete the log maintained in the documents section on Aladdin, see Appendix 6A
- All incidences of bullying must be reported to the class teacher to investigate
- The relevant teacher must inform the principal of all incidents being investigated.
- If no evidence of bullying has been found the relevant teacher(s)will communicate this with the relevant parties eg.parents where necessary.

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

- If it is established by the relevant teacher that bullying has occurred, the relevant teacher must continue to maintain the log in Appendix 6A. The relevant teacher(s) will use this information to support them in resolving the issues and restore, as far as is practicable, the relationships of the parties involved.
- Parents will be notified.

### Formal Stage 2

- If bullying continues, the Deputy Principal, with the class teacher will interview the child/children again. Appendix 6A is again used to record. It is explained to them that this is their second time offending. Again, attempts will be made to resolve the situation.
- They are now advised that if they re-offend, they will have a meeting with the principal and their parents in the office.

### Formal Stage 3

- This stage is invoked where bullying reoccurs once again.
- The class teacher, principal and parents meet to discuss the case and outline the notes from the bullying log on record.
- Appendix 3 of National Procedures - The relevant teacher must use the recording template Appendix 6B to record the bullying behaviour in the following circumstances:
    - a) in cases where he/she considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour occurred; and

b) Where the school has decided as part of its anti-bullying policy that in certain circumstances bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable.

- The records are kept securely in school and retained by the school until the pupil reaches 21 years of age.

## 6.3 Investigating and Dealing with Incidents

In investigating and dealing with bullying, the relevant teacher will exercise his/her **professional judgement** to determine whether bullying has occurred (taking into account the definition of bullying as per the Department of Education and Skills) and use their professional judgement to determine how best the situation might be resolved.

### Guiding Principles in investigating and dealing with incidents:

Teachers should take a calm, unemotional problem-solving approach.

- Where possible, incidents should be investigated outside the classroom situation to ensure the privacy of all involved.

- All interviews should be conducted with the relevant teacher(s) and with sensitivity and due regard to the rights of all pupils concerned. Notes are taken by the relevant teacher.

- Pupils who are not directly involved can also provide very useful information in this way and may be questioned. Appendix 4 'Anti-Bullying Questionnaire' may be used.

- When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when and who. This should be done in a calm manner, setting an example in dealing effectively with conflict in a non-aggressive manner.

- Questions which may be asked when responding to those harmed include:
  What happened?
  What were you thinking at the time?
  What have your thoughts been since?
  How has this affected you / others?
  What has been the hardest thing for you?
  What do you think needs to happen next to make things right?
  ☐

  The following questions may be asked of those alleged to have bullied:
  What happened?
  What were you thinking at the time?
  What have your thoughts been since?
  Who has been affected by what you did?
  In what way have they been affected?
  What do you think needs to happen next to make things right?

*\*It may not be appropriate to ask all of the questions as above. The relevant teacher(s) will use their professional judgement when interviewing pupils.*

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

- The alleged bully/bullies and those being harmed will meet each other in a safe environment following individual interviews. The relevant teacher will provide a safe space and remain present during this meeting. The aim is not to apportion blame but to seek understanding from all parties and seek a resolution as appropriate.

- If a group is involved, each member should be interviewed individually at first by the relevant teacher(s). The questions as above may be posed. Thereafter, all those involved should meet as a group. The relevant teacher will facilitate the meeting, being mindful of the wellbeing of the pupils and will offer support throughout. At the group meeting, each member will be asked the questions as above. □ Each pupil will have equal time to talk and listen, to problem solve and plan a solution. Relevant and meaningful amends will be made.

**In cases where it has been determined by the relevant teacher that bullying behaviour has occurred:**

- The relevant teacher(s) will keep records as outlined in section 'Recording Bullying Behaviour'

- The parent(s)/guardian(s) of the parties involved will be contacted at an early stage to inform them of the matter (formal stage 1) and explain the actions being taken (by reference to the school policy). The school will afford parent(s)/guardian(s) the 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. A date for follow up communication with parents will be set.

- 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; In some instances, there will also be a sanction.

- The situation will be closely monitored and the victim will be protected as much as possible using the professional judgement of the relevant teacher.

- The teacher will have regular informal check ins with the pupils following this meeting to ensure that the plan is being followed and to offer extra support if required.

- At a class level work may also be undertaken such as relevant lessons, restorative circles, a renewal of commitment to being an upstander and a reporter.

- The relevant teacher may consult with the Principal or Deputy Principal at any stage in relation to a case.

- 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.

- In severe cases, the Board of Management may feel that suspension of a pupil for up to three days is necessary.

- In serious cases where the offender continues to re-offend, the principal and class teacher will become directly involved with the parents. Sanctions deemed fair and appropriate may be applied with a view to rehabilitating the offender.
- Such steps may include (this list is non exhaustive):
  - Parents will be interviewed and their assistance and support sought. The offending pupil may be interviewed in the presence of his/her parents. Development of an Individual Behaviour Plan(IBP), with targets, daily/weekly reports to Principal. Note taken of bullying on offending child's file in school office.
  - An apology to the subject of the bullying behaviour.
  - Detention or withdrawal of privileges.
  - A written assurance that the bullying will not be repeated-signed by parent.
  - Exclusion from certain school activities for a certain period of time. Permission of the parents may be sought to seek the advice of our NEPS Psychologist

## 6.4 Follow up

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)s or the school Principal or Deputy Principal

- Follow-up meetings with the relevant pupils 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. The school will make reasonable efforts to explore suitable programmes/activities with victims, bullies and their peers with the aim of preventing the continuation of bullying.
- An additional follow up meeting with the parents of the children involved may take place after an appropriate time to ensure the matter has been resolved satisfactorily.

- The principal will report to the Board of Management:
  - The overall number of confirmed bullying cases reported by means of the bullying template.
  - Confirmation that all cases referred to at 1 above have been or are being dealt with in accordance with this policy.

- This will be recorded in the minutes, but no identifying details of pupils involved will be revealed.

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

- 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.

- The effectiveness of this Anti-Bullying policy will be assessed regularly with regard to the level and type of bullying behavior that may be happening in the school. Amendments will be made to reflect any change in approach deemed necessary.

## 7. **Programme of Support for Pupils:**

Scoil Iósaf's programme of support for working with pupils affected by bullying, when it has been found that bullying has taken place, is as follows:
1. The relevant teacher will endeavour to assure the pupil that they did the right thing by telling.
2. The teacher will monitor the situation in the period after the bullying incident/s and regularly check with the pupil/pupils to see how things are going. This will be on a case by case basis and as deemed appropriate to the situation.
3. Similarly, the Principal or another assigned Teacher, will follow up by checking in regularly on how the situation has developed, as appropriate.

## 8. **Supervision and Monitoring of Pupils:**

The Board of Management confirms that appropriate supervision and monitoring practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention, where possible. The Child Safeguarding Statement and Risk Assessment should work in tandem with the Anti-Bullying procedures. Classroom management practices should reflect awareness of possible inter-personal pressure points, e.g. class transitions and group work.

## 9.**Prevention of Harassment:**

The Board of Management confirms that the Scoil Iósaf NS 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 on any of the nine grounds specified in Equality Legislation i.e. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the traveller community.

## 10.**Adoption Date of Anti-Bullying Policy:**

This policy was adopted by the Board of Management on ___27/4/23___

## 11. Availability of Anti-Bullying Policy:

This policy has been made available to school personnel, published on the school website https://www.castlemartyrns.com/school-policies and provided to the Parents' Association. A copy of this policy will be made available to the Department of Education & Skills and the patron, Rev. Dr. William Crean if requested.

## 12. Review of Anti-Bullying Policy:

This Anti-Bullying policy and its implementation will be reviewed by the Board of Management annually. 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. A record of the review and its outcome will be made available, if requested, to the Patron, Rev Dr William Crean and the Department of Education & Skills.

Signed: _____ (Chairperson of Board of Management) Date 27/4/23

Signed: _____ (Principal) Date 27/4/23

Date of next review: _____

**Appendix 1:**

**Scoil Iósaf N.S.' Anti-Bullying Charter**

- Every pupil has the right to be free from bullying during their time in Scoil Iósaf, NS.
- Scoil Iósaf NS will not tolerate any unkind actions or remarks, even if these were not meant to hurt.
- Keep your hands, your feet and your comments to yourself.
- Any series of unkind actions or comments will be called bullying.
- Bullying can be physical, verbal or psychological.

**Pupils:**
Remember your CODE:
Say No......Get Away......Tell someone

**Parents**
• Be alert to signs of bullying, bullying of your child or bullying by your child.
• Look for support

**Teachers / Staff**
We, the teachers and staff, consider bullying to be a serious matter.
We are a telling school.
We recognise that the victim and bully need help
ADULTS MUST PROTECT CHILDREN

Where bullying behaviour is suspected, the matter should be investigated.

## Appendix 2:

## Practical Tips for Building a Positive School Culture and Climate

The following are some immediate actions that are taken as appropriate to help build a positive school culture and climate and to help prevent and tackle bullying behaviour.

- A positive school culture and climate is promoted 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
- Teachers will help children develop empathy by discussing feelings and encouraging children to put themselves in place of others. Problem solving strategies will be explored with the children to help resolve conflict.
- 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.
- All staff can actively watch out for signs of bullying behaviour.
- Ensure there is adequate playground/schoolyard/outdoor supervision.
- School staff can get pupils to help them to identify bullying "hotspots" and "hottimes" for bullying in the school.
- Hotspots tend to be in the playground/schoolyard/outdoor areas, changing rooms, corridors and other areas of unstructured supervision. Hottimes again tend to be times where there is less structured supervision such as when pupils are in the playground/schoolyard.
- Support the establishment and work of student councils.

**Teachers:**

- 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 pupils 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 Special Education Need.
- 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.

## Appendix 3 (a)
## Is it Bullying?   Checklist for Parents & Teachers

| | Consider….. | Yes | No |
|---|---|---|---|
| 1 | Is the behaviour repeated? Only repeated incidents can be regarded as bullying. Once off incidents fall under the Code of Behaviour. However see 2 below | | |
| 2 | Have there been any offensive or hurtful public messages or images placed on a social networking site or other public forum? Can the bullying image, statement or message be viewed or repeated by other people? NB: One such incident qualifies as cyber bullying. | | |
| 3 | Is the behaviour planned? | | |
| 4 | Is there unwanted negative behaviour inflicted on the victim? | | |
| 5 | Is the unwanted negative behaviour of a physical, verbal or Psychological character? | | |
| 6 | Is the behaviour inflicted by one person, or is there a group involved? | | |
| 7 | Is the victim deliberately targeted? | | |
| 8 | Do the behaviours involve deliberate exclusion, isolation, malicious gossip or other forms of relational aggression? | | |
| 9 | Are the behaviours targeting an aspect of the victim's identity?  For example physical, verbal or psychological aggression which is directed at their sexual orientation, their race, religion, ethnicity or traveller background. | | |
| 10 | Are the behaviours targeting the victim because they have Special Educational Needs? | | |

## Appendix 4 (a):
## Anti-Bullying Questionnaire

| Class: | Name: | Date: |
| --- | --- | --- |

| |
| --- |
| Would you like to talk to someone about bullying?    Yes     No |
| Do you know anyone who is having a hard time?    Yes     No |
| I know that being mean to someone over and over again is bullying and this is unfair. I also know that if I see or know about someone bullying others, I should tell a teacher |

Your Name (Block Letters): _____ Class/Year: _____

Name any pupils(s) in your class that you know get called names or get teased, hurt or badly treated more than most others:

_____

_____

Does this involve...

Calling them names [ ]    Making fun of them [ ]    Going at their stuff [ ]

Not letting them join in [ ]    Pushing them [ ]    Hitting or Kicking [ ]

Any other ways someone is mean to them: _____

Name any other pupils who know about this even though they may not be doing it:

_____

Have you ever treated them this way?    Often [ ]

                       Sometimes [ ]

                       Never [ ]

Name any pupil(s) in your class that you know regularly treat(s) them in this way:

_____

Do you think some pupils are more mean to you than others in your class?

Yes [ ]    No [ ]

Name others who know about this: _____

What I have written above is true.

**Name :** _____    **Date:** ___/___/____

<u>**Appendix 4 (c):**</u>
<u>**Friendship / Anti-Bullying Questionnaire**</u>

- Are you happy with the atmosphere in your classroom?

- Who are your friends?

- Are you being bullied in any way? (Take details and reassure student that the    problem will be addressed)

- Is there anyone in class having a hard time or being picked on?

- Is anyone being left out, or ignored?

- Is anyone spreading rumours, gossip, using notes, phone calls, text messages, or e-mails to make others feel bad about themselves?

- Is anyone being unfair to others?

- Is there a group of pupils making life difficult for others?

- Are pupils from other classes giving anyone in this class a hard time?

- Can you give examples?

- Who do you think is causing the problem?


<u>**Appendix 4 (d): Class Observation Form:**</u>

Teacher_____ Class:_____ Date: _____

| Time | Name of Pupil/s | Behaviour | Directed towards |
|------|-----------------|-----------|------------------|
|      |                 |           |                  |
|      |                 |           |                  |
|      |                 |           |                  |
|      |                 |           |                  |

## Appendix 5:
## Bullying Incident Investigation Form

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

Please supply any details which you think may assist our investigation.

1. Name of pupil being bullied and class group

Name: _____     Class: _____

2. Name(s) and class(es) of pupil(s) engaged in bullying behaviour

## Appendix 6 A:        Log of Incidences

| Date | Record of incident | Reported by | Action(s) to be taken and by whom | Sign |
|---|---|---|---|---|
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

## Appendix 6B - Template for recording Bullying Behaviour

Name _____ Class _____

1. Name(s) and class(es) engaged in bullying behaviour

|  |
|---|
|  |
|  |
|  |

2. Source of bullying/report (Tick relevant box(es))      4. Location of incident (tick relevant box(es))

| Pupil Concerned |  |
|---|---|
| Other Pupil |  |
| Parent |  |
| Teacher |  |
| Other |  |

| Playground |  |
|---|---|
| Classroom |  |
| Corridor |  |
| Toilets |  |
| Extra-curricular Activity |  |
| 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 if 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

|  |
|---|

**Signed** _____ (Relevant Teacher) **Date** _____

Date submitted to Principal/Deputy Principal _____

## Appendix 7:
## Sign Out sheet to be used when collecting a mobile phone.

| Date | Student | Class | Name of Person Responsible | Signature of Person Responsible |
|------|---------|-------|----------------------------|--------------------------------|
|      |         |       |                            |                                |
|      |         |       |                            |                                |
|      |         |       |                            |                                |
|      |         |       |                            |                                |
|      |         |       |                            |                                |
|      |         |       |                            |                                |
|      |         |       |                            |                                |
|      |         |       |                            |                                |
|      |         |       |                            |                                |
|      |         |       |                            |                                |

## Appendix 8 :
## Checklist for annual review of the anti-bullying policy and its implementation.

The Board of Management of Scoil Iósaf NS, Castlemartyr must undertake an **annual** review of the school's anti-bullying policy and its implementation.

| | Yes/No |
|---|---|
| Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the *Anti-bullying Procedures for Primary-Post Primary Schools?* | |
| Has the Board published the policy on the school website and provided a copy to the parent's association? | |
| Has the policy been made available to school staff (including new staff)? | |
| Is the Board satisfied that school staff are sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day to day work? | |
| Has the Board ensured that the policy has been adequately communicated to all pupils? | |
| Has the policy documented the prevention and education strategies that the school applies? | |
| Have all of the prevention and education strategies been implemented? | |
| Has the effectiveness of the prevention and education strategies that have been implemented been examined? | |
| Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy? | |
| Has the Board received and minuted the periodic summary reports of the Principal? | |
| Has the Board discussed how well the school is handling all reports of bullying including those addressed at an early stage and not therefore included in the Principal's periodic report to the Board? | |
| Has the Board received any complaints from parents regarding the school's handling of bullying incidents? | |
| Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation? | |
| Have any Ombudsman for Children' investigations into the school's handling of a bullying case been initiated or completed? | |
| Has the data available from cases reported to the Principal (by the bullying recorded | |

| | |
|---|---|
| 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, Board of Management

**Signed** _____ Date 27/04/23
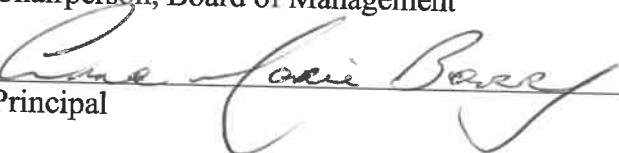      Principal

**Appendix 9:**

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

To: Dr William Crean, Patron.

The Board of Management of **Scoil Iósaf NS, Castlemartyr** wishes to inform you that:

- o The Board of management's annual review of the school's anti-bullying policy and its implementation was completed at the Board meeting of _27/04/23_ (date)

- o This review was conducted in accordance with the checklist set out in Appendix 4 of the Department's Anti-bullying Procedures for Primary and Post-Primary Schools.

**Signed** _____ Date _27/4/23_
        Chairperson, Board of Management

**Signed** _____ Date _27/04/23_
        Principal