



ST. JOSEPH'S ADOLESCENT SCHOOL

ROLL NO. 20153N

ANTI-BULLYING POLICY

1. 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 St Joseph's Adolescent School (hereinafter, in this policy, referred to as "The Board of Management") has adopted the following anti-bullying policy within the framework of the school's Behaviour Policy. This policy fully complies with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools, as issued by the Department of Education and Skills*, which were published in September 2013.
2. The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of students and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:
 - A positive school culture and climate which-
 - is welcoming of difference and diversity and is based on inclusivity;
 - encourages students 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 students; and
 - explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.
 - Effective supervision and monitoring of students;
 - Supports for staff;
 - Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and

- On-going evaluation of the effectiveness of the anti-bullying policy.
- 3. In accordance with the *Anti-Bullying Procedures for Primary and Post-Primary Schools* bullying is defined as follows:**

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

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

- ☒ deliberate exclusion, malicious gossip and other forms of relational bullying,
- ☒ cyber-bullying and
- ☒ identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller or other communities 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 normally fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's Behaviour Policy.

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 Behaviour Policy.

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

4. The relevant teachers for investigating and dealing with bullying are as follows:

Sinead Rickerby (Principal) and one of the following (as appropriate):

Catherine Devane (Class Teacher)
Dean McEvoy (Class Teacher)
Elaine King (Class Teacher)

5. The education and prevention strategies (including strategies specifically aimed at cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying) that will be used by the school are as follows:

- Strive to create a school ethos, which encourages students to disclose and discuss incidents of bullying behaviour
- Promote and build empathy, respect and resilience in all students across the curriculum.
- Provide students with opportunities in all areas of school life to develop a positive

sense of self-worth.

- Develop students' awareness and understanding of bullying, including its causes and effects (Anti-Bullying/Cyber-Bullying Programme, Bully4U workshop, Safe Internet Awareness/ICT)
- Present Anti Bullying/Cyber Bullying Programme to parents and staff (Awareness Day)
- Promote respect for diversity and inclusiveness through all programmes and subjects provided by the school. Foster an attitude of 'respect for all' through the teaching of all subjects, including Art, Music, Religion and Physical Education.

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

The primary aim in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame). With this in mind the school's procedures are as follows:

- Investigate outside the classroom situation and be sensitive to the victim or the student engaged in bullying behaviour;
- Speak separately to the students involved in an attempt to get both sides of the story;
- Seek answers to questions of what, where, when, who and why. Do this in a calm and non-aggressive manner;
- If a group is involved, each member will be interviewed individually at first. Thereafter, all those involved will be met as a group. At the group meeting, each member will be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements.
- After the interview each member of the group will be supported by the teacher in managing the possible pressures that often face them from the other members;
- In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parents of the parties involved will be contacted, as soon as is practicable, to inform them of the matter and explain the action being taken (by reference to the school policy). The school will 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 students;
- If it is concluded that a student has been engaged in bullying behaviour, it will be made clear to him/her how he/she is in breach of the Anti-Bullying Policy.
- Teachers who are investigating cases of bullying behaviour will keep a factual written record of their discussions with those involved. It may also be appropriate or helpful to ask those involved to write down their account of the incident;

- Arrange separate follow up meetings with the two parties involved with a view to possibly bringing them together at a later date if the victim is ready and agreeable;
- 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 will be recorded by the relevant teacher in the recording template at **Appendix 1**;
- Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents will be advised, as appropriate, of the school's complaint procedures;
- In the event that a parent is unsatisfied with the school's complaints procedures, the school will advise the parents of their right to make a complaint to the Ombudsman for Children;
- Noting and reporting of bullying behaviour will be documented using the *Template for Recording Bullying Behaviour (Appendix 1)*. All records will be maintained in accordance with the relevant data protection legislation;
- All reports, including anonymous reports of bullying will be investigated and dealt with by the relevant teacher(s).

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

- Whole school approach will be applied in regard to all supports
- Counselling sessions (1:1) with appropriate member(s) of the Multi-disciplinary Team (MDT)
- Acknowledgement, validation and support
- Anti-bullying workshops (including coping mechanisms) once a term.
- Social skills group support [LCA Social Education Module and/or Social Skills Understanding and Social Skills Training ('SUST' group)]
- Students who observe incidents of bullying behaviour will be encouraged to report these issues to teachers and/or key- nurse.

8. Supervision and Monitoring of students

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

9. Prevention of Harassment

The Board of Management confirms that the school will, in accordance with its obligations under equality legislation, take all such steps that are reasonably practicable to prevent the

sexual harassment of students or staff or the harassment of students or staff on any of the nine grounds specified i.e. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

10. This policy was adopted by the Board of Management on 29th April 2014.
11. This policy has been made available to school personnel, published on the school website (or where none exists, is otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A copy of this policy will be made available to the Department of Education and Skills and the patron if requested.
12. This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website (or where none exists, be otherwise readily accessible to parents and students on request) and provided to the Parents' Association (where one exists). A record of the review and its outcome will be made available, if requested, to the patron and the Department of Education and Skills.

Signed: _____

(Chairperson of Board of Management)

Signed: _____

(Principal)

Date: _____

Date: _____

Date of next review: 29/04/16

Appendix 1: Template for recording bullying behaviour

1. Name of student: _____

Class:

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

3. Source of bullying

concern/report (tick relevant box(es))

Student concerned	
Other Student	
Parent	
Teacher	
Other	

4. Location of incidents (tick relevant box(es))

Playground	
Classroom	
Corridor	
Toilets	
School Trip	
Other	

5. Name of person(s) who reported the bullying concern

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6. Type of Bullying Behaviour (tick relevant box(es))

Physical Aggression		Cyber-bullying	
Damage to Property		Intimidation	
Isolation/Exclusion		Malicious Gossip	

Name Calling	<input type="checkbox"/>	Other (specify)	<input type="checkbox"/>
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7. Where behaviour is regarded as identity-based bullying, indicate the relevant category:

Gender including transgender	<input type="checkbox"/>
Civil Status	<input type="checkbox"/>
Family Status	<input type="checkbox"/>
Sexual orientation	<input type="checkbox"/>
Religion	<input type="checkbox"/>
Age (does not apply to a person under 16)	<input type="checkbox"/>
Disability	<input type="checkbox"/>
Race	<input type="checkbox"/>
Membership of the Traveller Community	<input type="checkbox"/>

8. Brief description of bullying behaviour and its impact

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9. Details of actions taken

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Signed _____ (Relevant Teacher) Date _____

Date submitted to Principal/Deputy Principal _____