Anti—Bullying Policy

St Joseph's Secondary School
Spanish Point,
Miltown Malbay,
Co. Clare
V95 NW01

www.stjosephsspanishpoint.com

In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB, the Board of Management of St Joseph's Secondary School has adopted the following anti-bullying policy within the framework of the school's overall code of behaviour. This policy fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools which were published in September 2013.

St, Joseph's Spanish Point is a Catholic School in the trusteeship of CEIST and thus its Ethos is shaped on the vision of CEIST. It is committed to providing a holistic education which recognises, respects, and develops the potential of each individual, and does this in the context of the whole school community.

1. Introduction

'All that is needed for the triumph of evil is that good men do nothing'.

(Edmund Burke).

CEIST Charter

The core values of CEIST are intended to support and nourish the lives of the people at the heart of our school: students, staff, and parents. Its key principles focus on:

> ➢ Promoting spiritual and human development
> ➢ Achieving quality in teaching and learning
> ➢ Showing respect for every person
> ➢ Creating community
> ➢ Being just and responsible

Philosophy and Context of this Policy

Our approach to bullying is based on our school's Mission Statement and the core values of the CEIST Charter. St. Joseph's Secondary School Spanish Point is a Catholic Voluntary Secondary School, it is a witnessing and caring community, which fosters the full potential of all staff and students. It has a positive partnership between all members of the school and wider community and the highest standards of teaching, learning and performance. As members of a caring community, pupils, parents, and staff treat each other fairly and with respect. Bullying behaviour will not be tolerated. We believe that each student has the right to an education free from fear and intimidation. As a CEIST school we seek to act justly and responsibly in all our relationships. Our school respects the unique and intrinsic value of every person. It seeks to promote the well-being of all its members.

Rational

Our Anti Bullying Policy is a whole school policy. Its purpose is to help counteract bullying behaviour in our school and to emphasise the traumatic and devastating effect of bullying on the individual and the school as an organisation.

2. Scope

The procedures invoked by this policy are to do with students. Procedures are already in place to deal with staff bullying as covered by employment legislation and the Dignity at Work Charter. In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB, the Board of Management of St Joseph's Secondary School has adopted the following anti-bullying policy within the framework of the school's overall code of behaviour. This policy fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools which were published in September 2013. This policy should also be read in conjugation with our Code of Behaviour, Internet Safety & Acceptable Usage Policy and St Joseph's Dignity in the Workplace Policy.

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

A positive school culture and climate which-

- o is welcoming of difference and diversity and is based on inclusivity.

- o encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and

- o 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-

- o build empathy, respect, and resilience in pupils; and

- o explicitly addresses the issues of cyber-bullying and identity-based bullying including homophobic and transphobic bullying.

- · Effective supervision and monitoring of pupils.

- · Supports for staff.

- · Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and

- · On-going evaluation of the effectiveness of the anti-bullying policy.

3. 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.

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

- Deliberate exclusion, malicious gossip, and other forms of relational bullying,

- cyber-bullying and

- Identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.

Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's code of behaviour.

However, in the context of this policy, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

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

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 list below is not exhaustive but outlines many different types of bullying behaviours as examples

General behaviours which apply to all	Cyber	Relational
Harassment based on any of the nine grounds in the equality legislation e.g., sexual harassment, homophobic bullying, racist bullying etc. Physical aggression Damage to property Name calling Slagging The production, display or circulation of written words, pictures or other materials aimed at intimidating another person Offensive graffiti Extortion Intimidation Insulting or offensive gestures The "look" Invasion of personal space A combination of any of the types listed.	Denigration: Spreading rumours, lies or gossip to hurt a person's reputation Harassment: Continually sending vicious, mean, or disturbing messages to an individual Impersonation: Posting offensive or aggressive messages under another person's name Using inflammatory or vulgar words to provoke an online fight Fooling someone into sharing personal information which you then post online Posting or sharing confidential or compromising information or images Exclusion: Purposefully excluding someone from an online group Cyber stalking: Ongoing harassment and denigration that causes a person considerable fear for his/her safety Silent or anonymous telephone/mobile phone calls Abusive telephone/mobile phone calls Abusive text messages Abusive emails Abusive posts communication on social media	This involves manipulating relationships as a means of bullying. Behaviours include: Malicious gossip Isolation & exclusion Ignoring Excluding from the group Taking someone's friends away Spreading rumours Breaking confidence Talking loud enough so that the victim can hear The "look"

Identity Based Behaviours	Homophobic and Transgender	Special Educational Needs, Disability	Race, Nationality, Ethnic Background and Membership of the Traveller community	Sexual
Including any of the nine discriminatory grounds mentioned in Equality Legislation (Gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race, and membership of the Traveller community).	Spreading rumours about a person's sexual orientation Taunting a person of a different sexual orientation Name calling e.g., Gay, queer, lesbian...used in a derogatory manner Physical intimidation or attacks Threats	Name calling Taunting others because of their disability or learning needs Taking advantage of some students' vulnerabilities and limited capacity to recognise and defend themselves against bullying Taking advantage of some students' vulnerabilities and limited capacity to understand social situations and social cues. Mimicking a person's disability Setting others up for ridicule	Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background Exclusion based on any of the above	Unwelcome or inappropriate sexual comments or touching Harassment

4. Relevant Teachers

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

Mr. Paul Reidy   PRINCIPAL

Ms. Síle Neylon   DEPUTY PRINCIPAL

Ms. Lyz-Anne King   GUIDANCE COUNSELLOR

           RELEVENT YEAR HEADS

Incidents of bullying reported to parents, subject teacher, ancillary staff should be forwarded to a member of the management team above. These members of the management team are referred to relevant teachers throughout this policy

5. Prevention Strategies

A school-wide approach to the fostering of respect for all members of our school community is taken. The education and prevention strategies (including strategies specifically aimed at cyber- bullying and identity-based bullying including, homophobic and transphobic bullying) that will be used by the school are as follows:

Events throughout the academic year:
- Anti-bullying awareness Week, strengthened by having a designated Cyber Bullying Awareness Day
- Friendship week - activities organised for each class group to highlight the benefit of friendships.
- Stand up week - celebrating and raising awareness of the LGBT+
- Random Act of Kindness month - Students encouraged to act more kindly during the month of December - acts of kindness noted by teachers
- Mock support pack - distributed to exam students prior to the mocks
- Mental health week - activities and speakers to promote positive mental health awareness
- Community Garda Visit
- Guest Speakers

On-going strategies:
- "Anti-bullying Charter" displayed in classrooms alongside a poster on how to ask for help or support. This Anti- Bullying Charter/ Agreement is included in our school journal and is reviewed regularly and signed during Tutor Time.
- Cairdeas Mentoring program - 5th year students act as mentors to incoming 1st year students.
- Google Classroom page - "Cairde le Chéile". The aim of this page is to promote positivity and provide a platform for students and teachers to share in each other's achievements.

- Anti-Bullying Class survey form – Google form conducted in SPHE Classes but also available at any time on the "Cairde le Chéile" page.
- Promotion of awareness of who to refer bullying to & of designated email address for school community to use to report bullying and/or concerns for themselves or other students.
  tacklingbullying@stjosephssp.com
- The fostering and enhancing of the self-esteem of all our students through both curricular and extracurricular activities. The provision for students of opportunities to develop a positive sense of self-worth through formal and informal interactions.
- CPD for teachers through the PDST and education centres.
- Support of Student Council
- The full implementation of the 400 hours of Wellbeing for Junior Cycle
- Teach students the appropriate use of social media.
- Social media sites are blocked on school network
- Through the S.P.H.E & RSE Programmes we will raise awareness of appropriate online behaviour, how to stay safe while online and developing a culture of reporting any concerns about cyber-bullying.
- Building Students awareness towards our Digital Usage Policy
- Acknowledging positive behaviour through VSware
- Pupils who observe incidents of bullying behaviour are encouraged to discuss them with teachers.
- All staff actively watch out for signs of bullying behaviour
- Adequate supervision through S&S
- Review of bullying "hot spots" and "hot times"
- School staff model respectful behaviour to all members of our school community

6. Procedures

St Joseph's ensures that the school has clear procedures for investigating and dealing with bullying and that these are set out in our school's anti-bullying policy. The school's procedures are consistent with the following set out in *Anti-Bullying Procedures for Primary and Post-Primary Schools* 2013. 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:

Investigation

(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 will 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 are encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher outlined above in this policy.

(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.

(vii) Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents and report to relevant teacher set out in section 4 above

(viii) Incidents will generally be investigated outside the classroom situation to ensure the privacy of all involved.

(ix) All interviews will 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.

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

(xiii) It may also be appropriate at times to ask those involved to write down their account of the incident(s).

Reporting

(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 or her parents and the school.

Follow Up

(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 1.

(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 Children.

Procedures for recording bullying behaviour

All records must be maintained in accordance with relevant data protection legislation. The school's procedures for noting and reporting bullying behaviour must adhere to the following:

(i) While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher will use his/her professional judgement in relation to the records to be kept of these reports, the actions taken and any discussions with those involved regarding same.

(ii) If it is established by the relevant teacher that bullying has occurred, the relevant teacher must keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.

(iii) The relevant teacher must use the recording template at **Appendix 1** to record the bullying behaviour:

It should also be noted that the timeline for recording bullying behaviour in the recording template at Appendix 1 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.

Bullying as part of a continuum of behaviour

St Joseph's recognises the importance that bullying behaviour can be part of a continuum of behaviour rather than a stand-alone issue and in some cases, behaviour may escalate beyond that which can be described as bullying to serious physical or sexual assault or harassment. To ensure that any such cases are dealt with appropriately, our school's anti-bullying policy is read in conjunction with the overall code of behaviour and provide for referral to be made to relevant external agencies and authorities where appropriate. In cases where we as a school has serious concerns in relation to managing the behaviour of a pupil, the advice of the National Education Psychological Service (NEPS) should be sought.

Referral of serious cases to the HSE

In relation to bullying in schools, Children First National Guidance for the Protection and Welfare of Children 2011 (Children First) and the Child Protection Procedures for Primary and Post-Primary Schools provide that in situations where "the incident is serious and where the behaviour is regarded as potentially abusive, the school must consult the HSE Children and Family Social Services 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 and the Child Protection Procedures for Primary and Post-Primary Schools, be referred to the HSE Children and Family Services 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 the HSE, the Designated Liaison Person must seek advice from the HSE Children and Family Social Services.

7. Supports for pupils affected by bullying

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

Student Bullying:

A programme of support for pupils who have bullied is in place.

- ➢ Supportive Pastoral Care Team
    - o Guidance Counsellor
    - o Class tutor
    - o Year Head

- ➢ Work on developing why,
- ➢ Identifying root causes,
- ➢ Developing their empathy, so student realises pain caused,
- ➢ Work on developing their self-esteem, social skills, interests, and hobbies
- ➢ Student referral for counselling if needed.

Student being bullied:

A programme of support for pupils who have been bullied is in place.

- ➢ Validation of the hurt caused – student is listened to
- ➢ Supportive Pastoral Care Team
    - o Guidance Counsellor
    - o Class tutor
    - o Year Head
    - o Cairdeas Mentor
- ➢ Student is consulted (where feasible) with as to which member of pastoral care team to link in with
- ➢ Work on building self-esteem, friendships, extra-curricular, social skills resilience
- ➢ Referral for counselling if needed
- ➢ Continuing care towards resolution

- o Follow up meeting with both students separately with a view to bringing them together at a later date if both parties are ready and agreeable.

8. 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.

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 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.

10. This policy was adopted by the Board of Management on --------------------

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

Signed: _____   Signed: _____
(Chairperson of Board of Management)   (Principal)

Date: _____   Date: _____

Date of next review: _____

St. Joseph's Secondary School
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Appendix 1   **Document for recording bullying behaviour**

1. Name of pupil being bullied and class group

Name _____Class_____

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

_____
_____
_____

3. Source of bullying concern/report (tick relevant box(es))*			**4. Location** of incidents (tick relevant box(es))*	
Pupil Concerned			**Playground**	
Other Pupil			**Classroom**	
Parent			**Corridor**	
Teacher			**Toilets**	
Other			**School Bus**	
			Other	

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

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

Physical Aggression		Cyber-bullying	
Damage to Property		Intimidation	
Isolation/Exclusion		Malicious Gossip	
Name Calling		Other (specify)	

7. Where behaviour is regarded as identity-based bullying, indicate the relevant category:

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)

8. Brief Description of bullying behaviour and its impact

9.   Details of actions taken

Signed _____ (Relevant Teacher)   Date _____

Date submitted to Principal/Deputy Principal _____

* Note: The categories listed in the tables 3, 4 & 6 are suggested and schools may add to or amend these to suit their own circumstances.

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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.

Appendix 4 *of the Department's Anti-Bullying Procedures for Primary and Post-Primary Schools.*

	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 Children investigations into the school's handling of a bullying case been initiated or completed?	
Has the data available from cases reported to the Principal (by the bullying recording template) been analysed to identify any issues, trends or patterns in bullying behaviour?	
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	
Has the Board put in place an action plan to address any areas for improvement?	

Signed _____ Date _____

 Chairperson, Board of Management

Signed _____ Date _____

Principal

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

To: _____

The Board of Management of _____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.*

Signed _____ Date _____

Chairperson, Board of Management

Signed _____ Date _____

Principal