



Anti- Bullying Policy

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 Primary 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 by the Department of Education in September 2013. This policy document supersedes all previous Anti-Bullying policy documents published by the Board of Management.

Here at St. Joseph's Primary School we believe that our pupils have the right to learn in a supportive, caring and safe environment. All institutions, whether large or small, contain some individuals who have the potential for bullying behaviour. Our Mission Statement includes our aims to enhance pupils' self-esteem and the development of personal responsibility. In our school, it is made clear that bullying is a form of anti-social behaviour. It is always wrong and will not be tolerated.

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 certain key principles of best practice in preventing and tackling bullying behaviour:

- (a) A positive school culture and climate.**
- (b) Effective leadership.**
- (c) A school-wide approach.**
- (d) A shared understanding of what bullying is and its impact.**
- (e) Procedure when dealing with reports of bullying behaviour.**
- (f) Procedure when bullying has occurred.**
- (g) Consistent recording and follow up of bullying behaviour.**
- (h) Support for staff, supervision and monitoring**
- (i) On-going evaluation of the effectiveness of the anti-bullying policy.**



(a) **Key elements of a positive school culture**

- The school acknowledges the right of each member of the school community to enjoy school in a secure environment.
 - The school acknowledges the uniqueness of each individual and his/her worth as a human being.
 - The school promotes positive habits of self-respect, self-discipline and responsibility among all its members.
 - The school prohibits vulgar, offensive, sectarian or other aggressive behaviour or language by any of its members.
 - The school has a clear commitment to promoting equity in general and gender equity in particular in all aspects of its functioning.
 - The school has the capacity to change in response to pupils' needs.
 - The school identifies aspects of curriculum through which positive and lasting influences can be exerted towards forming pupils' attitudes and values.
 - The school takes particular care of "at risk" pupils and uses its monitoring systems to facilitate early intervention where necessary and it responds to the needs, fears or anxieties of individual members in a sensitive manner.
 - The school recognises the need to work in partnership with and keep parents informed on procedures to improve relationships on a school-wide basis.
 - The school recognises the role of parents in equipping the pupil with a range of life-skills.
 - The school recognises the role of other community agencies in preventing and dealing with bullying.
 - The school promotes habits of mutual respect, courtesy and an awareness of the interdependence of people in groups and communities.
 - The school promotes qualities of social responsibility, tolerance and understanding among all its members both in school and out of school.
 - Staff members share a collegiate responsibility, under the direction of the Principal, to act in preventing bullying/aggressive behaviour by any member of the school community.
- All members of the school community have a role to play in the prevention of bullying.



(b) Effective Leadership

Responsibilities of the Board of Management

The Board of Management is responsible for ensuring that all members of the school community are enabled to deal effectively with bullying. The Board is committed to providing time and resources for the implementation of the policy. The Board will ensure that proper supervisory and monitoring measures are in place to prevent bullying and to deal with incidents appropriately as they arise.

Responsibilities of School Staff

- ✓ To acknowledge that bullying is a shared responsibility within the school.
- ✓ To implement prevention and intervention strategies which build and maintain safe learning environment for the whole school community.
- ✓ To empower students to deal with conflict in constructive ways.
- ✓ To take all reports of bullying seriously and to report them to the Principal if warranted.
- ✓ To document any serious bullying incidents using the Bullying Incident Report Form(Appendix 3)

Responsibilities of Pupils

- ✓ To show consideration, respect and support towards others.
- ✓ To be able to identify bullying behaviour.
- ✓ To not bully others.
- ✓ To tell if they are being bullied or if they see someone else being bullied.
- ✓ To engage in responsible reporting when witnessing or experiencing bullying behaviour.
- ✓ To develop a sense of empathy for targeted members of the school community and as a result take safe and sensible action as a bystander.

Responsibilities of Parents

- ✓ To support the school in the implementation of the policy.
- ✓ To watch out for signs that their child may be bullied.
- ✓ To speak to the class teacher if their child is being bullied or they suspect that this is happening.
- ✓ To speak to the class teacher as soon as they are aware that issues are arising which are affecting their child.



- ✓ To instruct their children to tell if they are being bullied or if they have seen other pupils being bullied.
- ✓ To notify the school if they think that their child is displaying bullying behaviour and to work with the school in addressing this problem. They should not defer letting the school know of any issue, in the hope that the problem will go away.
- ✓ To ensure that if their children are online that they are using social media in a safe and responsible manner; parental supervision is very important in this area as there are risks associated with internet/website access.
- ✓ To never directly approach a student, or the parent of a student, at the school to intervene in behavioural issues.

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 (see Section 6.5 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

(c) School-wide approach

- A **school-wide approach** to the fostering of respect for all members of the school community.
- The promotion of the value of **diversity** to address issues of prejudice and stereotyping, and highlight the unacceptability of bullying behaviour.
- 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.
- **Whole staff professional development** on bullying to ensure that all staff develops an awareness of what bullying is, how it impacts on pupils' lives and the need to respond to it-prevention and intervention.
- An **annual audit** of professional development needs with a view to assessing staff requirements through internal staff knowledge/expertise and external sources
- **School wide awareness raising** and training on all aspects of bullying, to include pupils, parent(s)/guardian(s) and the wider school community.
- **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. Supervision will also apply to monitoring student use of communication technology within the school.
- **Involvement of the student council** in contributing to a safe school environment e.g. Buddy system, mentoring, Lunchtime Pals and other student support activities that can help to support pupils and encourage a culture of peer respect and support.
- The school's **anti-bullying policy** is discussed with pupils and all parent(s)/guardian(s) are given a copy as part of the **Code of Behaviour** of the school (every year). The code of behaviour and anti-bullying policies are also available on our website.
- The implementation of regular **whole school awareness measures** e.g. the promotion of friendship, and bullying prevention; annual Friendship Week and parent(s)/guardian(s) seminars; regular school assemblies by the principal.



- **Encourage a culture of telling**, with particular emphasis on the importance of bystanders. 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.

(d) What is Bullying?

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(Appendix 1)

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 (See Appendix 1)*



Procedures for Investigating and Dealing with Bullying

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);

Who is the Relevant Teacher?

The relevant teacher(s) for investigating and dealing with bullying is (are) as follows

- All class teachers

Relevant Teacher is the teacher that witnesses bullying or to whom bullying is reported. The teacher on yard is the relevant teacher. **Any teacher may act as a relevant teacher if circumstances warrant.**

- Principal
- Deputy Principal

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.

(e) Investigating and dealing with incidents:

- **The Relevant Teacher** investigates the allegation of bullying behaviour with a view to establishing the facts and bringing any such behaviour to an end. In investigating and dealing with allegations of bullying, the (relevant)teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved(**Appendix 2**).Parent(s)/guardian(s) 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.The school, through the relevant teacher reserves the right to ask any teacher/SNA to write an account of what happened as part of an investigation. This does not necessarily imply that a pupil is guilty of misbehaviour.
- The relevant teacher(s) conducts a whole class survey in the classes involved in the alleged bullying behaviour. (Appendix 4)
- Following the class survey the alleged perpetrator is interviewed by the class teacher. All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way. 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;
- When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why.

Questions to be asked when responding to challenging behaviour include:

- 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?

Questions to be asked when responding to those harmed include:

- What happened?
 - What were you thinking/feeling at the time?
 - What have your thoughts been since?
 - How has this affected you / others?
 - What has been the hardest thing for you?
- This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner;
 - If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for his account of what happened to ensure that everyone in the group is clear about each other's statements;
 - Each member of a group should be supported through the possible pressures that may face them from the other members of the group after the interview by the teacher; It may also be appropriate or helpful to ask those involved to write down their account of the incident(s)
 - If necessary teachers and SNAs will observe the children involved for a period of upto 20 school days.

(f) Procedure when bullying has occurred.

In cases, where it has been determined by the relevant teacher that bullying behaviour has occurred, the parent(s)/guardian(s) of both/all parties involved should be contacted again to inform them of the matter and explain the actions being taken, in reference to the school policy **(use Appendix 3 to record)**. The school should give parent(s)/guardian(s) an 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;

- Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to him how he is in breach of the school's anti-bullying policy and efforts should be made to try to get him to see the situation from the perspective of the pupil being bullied;
- 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 parent(s)/guardian(s) and the school;
- In the event that they have been involved in bullying behaviour they are asked to sign a binding promise that they will treat all pupils fairly, equally and respectfully including the targeted pupil(s).



- The 'Relevant Teacher' does not apportion blame but rather treats bullying behaviour as a 'mistake' that can and must be remedied. In accordance with Restorative Practice S/he emphasises that the intention is not to punish perpetrators but to talk to them, to explain how harmful and hurtful bullying is and to seek a promise that it will stop. The boy who was being bullied will have a say in the consequences for the perpetrator. Pupils who report bullying therefore are not getting others 'in trouble' so much as enabling them to get out of trouble into which they may ultimately get if the bullying continued.
- When an investigation is completed and/or a bullying situation is resolved the 'Relevant Teacher' will complete a report, to include the findings of the investigation, the strategy adopted and the outcome of the intervention, as well as any other relevant information is initially recorded on Appendix 2 and if necessary on Appendix 3 document which is filed and stored by the Principal.

While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher must keep a written record of the reports, the actions taken and any discussions with those involved regarding same. The relevant teacher must inform the Principal of all incidents being investigated.

- If a pupil has signed such a promise but then chooses to break that promise and continue the bullying behaviour, this can then no longer be considered a 'mistake.' In this event parent(s)/guardian(s) will be informed and requested to countersign their son's promise. Breach of this additional promise by further bullying behaviour is regarded as a very grave matter and a serious sanction may be imposed by the school authorities (See sanctions below).
- All documentation regarding bullying incidents and their resolution is retained securely by the relevant teacher during investigation and is handed over to the Principal thereafter. A copy of the incident report and action taken is filed in the pupils' profile folder which is stored in a locked filed cabinet in the relevant classroom.

Sanctions:

Where a pupil has been found to be engaged in bullying behaviour, has formally promised to stop and has broken that promise, any of the following sanctions may be imposed:

- He may be required to sign another promise, this time countersigned by a parent/guardian;
- Parent(s)/guardian(s) may be contacted by the 'Relevant Teacher' and informed of the nature and extent of the bullying behaviour with a view to agreeing a strategy whereby a promise to end the bullying behaviour would be honoured;
- Parent(s)/guardian(s) may be invited to a meeting with the 'Relevant Teacher'.
- Parent(s)/guardian(s), the relevant teacher and the Principal meet in a final effort to resolve the situation.



- The pupil may be suspended from the school. (See school's Code of behaviour)
- The case may be referred to the Board of Management and the pupil may be expelled from the school.

(g) Consistent recording and follow up of bullying behaviour.

- 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:
 - o Whether the bullying behaviour has ceased;
 - o Whether any issues between the parties have been resolved as far as is practicable;
 - o Whether the relationships between the parties have been restored as far as is practicable;
 - o Any feedback received from the parties involved, their parent(s)/guardian(s) or the school Principal or Deputy Principal
- **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.
- 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) will 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 will advise the parent(s)/guardian(s) of their right to make a complaint to the Ombudsman for Children. ·

It is imperative that all recording of bullying incidents must be done in an objective and factual manner.

(h) Strategies

The education and prevention strategies that are used by our school include:

· Restorative Practice is used in the school to support pupils to have positive relationships in school

- We promote a telling school.

· The implementation of the SPHE curriculum, according to our school plan, including the RSE and Stay Safe Programmes.



- School wide delivery of lessons on bullying from evidence based programmes, e.g. Stay Safe Programme and The Walk Tall Programme (integrated); cyberbullying (Webwise teachers' resources) and lessons from www.antibullyingcampaign.ie
- Delivery of the Garda SPHE Programmes at primary level. These lessons, delivered by Community Gardai (when available) cover issues around personal safety and cyber-bullying.
- The school will specifically consider the additional needs of SEN pupils with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately.
- Teacher conversations with pupils. Negotiating agreements between pupils and following these up by monitoring progress. This can be on an informal basis or implemented through a more structured mediation process.
- Working with parent(s)/guardian(s) to support school interventions
- Circle Time and similar strategies in order to address issues.
- Anti-bullying programme and awareness-raising throughout the school year.
- In the event that a behaviour escalated beyond that which can be described as bullying to serious physical or sexual assault or harassment, the advice of the National Education Psychological Service (NEPS) will be sought and a referral will be made to external agencies where appropriate

(i) **Support for Pupils.**

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

Bullied pupils:

- Ending the bullying behaviour,
- Changing the school culture to foster more respect for bullied pupils and all pupils,
- Changing the school culture to foster greater empathy towards and support for bullied pupils,
- Indicating clearly that the bullying is not the fault of the targeted pupil through the awareness-raising programme,
- Indicating clearly that the bullying is not the fault of the targeted pupil through the speedy identification of those responsible and speedy resolution of bullying situations,
- After resolution, enabling bullied pupils to complete a victim-impact statement,
- Helping bullied pupils raise their self-esteem by encouraging them to become involved in activities that help develop friendships and social skills (e.g.



participation in group work in class and in extra-curricular group or team activities during or after school).

- If pupils require counselling or further supports the school will endeavour to liaise with the appropriate agencies to organise same, i.e. NEPS, School Completion Programme, HSE, Family Counselling Services in Cork City.

Bullying pupils:

- Making it clear that bullying pupils who reform are not blamed or punished and get a 'clean sheet,'
- Making it clear that bullying pupils who reform are doing the right and honourable thing and giving them praise for this,
- Making adequate counselling facilities available to help those who need to learn other ways of meeting their needs besides violating the rights of others,
- Helping those who need to raise their self-esteem by encouraging them to become involved in activities that develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school),
- Using learning strategies throughout the school and the curriculum to help enhance pupils' feelings of self-worth,
- In dealing with negative behaviour in general, encouraging teachers and parents to focus on, challenge and correct the behaviour while supporting the child,
- In dealing with bullying behaviour seeking resolution and offering a fresh start with a 'clean sheet' and no blame in return for keeping a promise to reform.

(j) 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. All relevant staff are informed for supervision and monitoring purposes while the investigation of alleged bullying takes place. Children are monitored and supervised by all relevant staff while investigation takes place.

See Supervision Policy.

See Acceptable Use Policy.

See Mobile Phone Policy,

See Code of Behaviour.

On-going evaluation of the effectiveness of the anti-bullying policy:

Links to other policies

Please refer to the school's policy documents on Code of Behaviour (including mobile phone policy) Child Protection Policy, Supervision of pupils, Acceptable Use Policy, and Attendance (all available on our website)



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

This policy was adopted by the Board of Management in 21/22 and reviewed in 2023.

This policy has been made available to school personnel and is published on the school website which is accessible to parents and pupils. A copy of this policy will be made available to the Department of Education and the Patron if requested.

This policy and its implementation will be reviewed by the Board of Management once in every school year, using Appendix 4 of Circular 045/2013.

Written notification that the review has been completed will be made available to school personnel, published on the school website and made accessible to parents and pupils. A record of the review and its outcome will be made available, if requested, to the Department of Education and the Patron.

Signed: _____

(Chairperson of Board of Management)

Date: _____

Signed: _____

(Principal)

Date: _____

Date of next review: _____

APPENDIX 1



Examples of bullying behaviours

General behaviours which apply to all types of bullying

- 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.

Cyber

- **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
- **Flaming:** Using inflammatory or vulgar words to provoke an online fight
- **Trickery:** Fooling someone into sharing personal information which you then post online
- **Outing:** 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 telephone/mobile phone call
- Abusive telephone/mobile phone calls
- Abusive text messages
- Abusive email
- Abusive communication on social networks e.g. Facebook/Ask.fm/ Twitter/You Tube or on games consoles
- Abusive website comments/Blogs/Pictures
- Abusive posts on any form of communication technology

Identity Based Behaviours

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).

Homophobic and Transgender

- Spreading rumours about a person's sexual orientation
- Taunting a person of a different sexual orientation
- Name calling used in a derogatory manner
- Physical intimidation, attacks or threats

Race, nationality, ethnic background and membership of the Traveller community

- Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background
- Exclusion on the basis of any of the above

This involves manipulating relationships as a means of bullying.
Behaviours include:

- Malicious gossip



Relational

- Isolation & exclusion
- Ignoring
- Excluding from the group
- Taking someone's friends away
- "Bitching"
- Spreading rumours
- Breaking confidence
- Talking loud enough so that the victim can hear
- The "look"
- Use of terminology such as 'nerd' in a derogatory way

Sexual

- Unwelcome or inappropriate sexual comments or touching
- Harassment
- Name calling
- Taunting others because of their disability or learning needs
- Taking advantage of some pupils' vulnerabilities and limited capacity to recognise and defend themselves against bullying

Special Educational Needs,

Disability

- Taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and social cues.
- Mimicking a person's disability
- Setting others up for ridicule



APPENDIX 2

St. Joseph's National School Anti-Bullying Campaign



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INCIDENT REPORT FORM (in Relation to an Allegation of Bullying)

Source of Report

Tick
as appropriate

Parent

☐

Pupil

☐

Staff-Member

☐

Survey

☐

Other

☐

Date: _____

Name of Reporting Person (if applicable): _____

If Staff Member: _____

If Pupil: _____ Class: _____

If someone other than a Staff Member or Pupil:

Name of Reporting Person: _____ Phone: _____

Address: _____

Details of Alleged Incident:

Location of incident: _____

Time: _____ Day: _____ Date: _____

Possible Incident(s): _____ Class/Group: _____

Possible Incident(s): _____ Class/Group: _____

Possible Incident(s): _____ Class/Group: _____

Others who were there: _____

Action Taken in Response to Incident Report

(Please record any survey, interview, promise, phone-call, consultation with
parents, teacher, Principal etc. etc. as relevant).

Initial Details of Incident: _____

Action taken will be outlined on reverse



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[illegible]

[illegible]



APPENDIX 3

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

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

Physical Aggression		Cyber-bullying	
Damage to Property		Intimidation	



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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

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9. Details of actions taken

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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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Appendix 4
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Please read all the "bold" parts of the points below to senior pupils (5th & 6th Classes - aged 11-12 years) before class surveys. For younger pupils (2nd, 3rd & 4th Classes - aged 8 - 10 years) give a shorter, simpler version, e.g. points 1, 3, 5, 8, 10 & 11.

Where This School Stands on Bullying

- When someone is being mean and does or says things over and over again to upset or annoy someone else this is what we call **BULLYING**. This could include pushing or hitting them, "going at" their stuff, not letting them join in, calling them names, saying nasty things to them or about them, or "making fun" of them in any way.
- If six pupils "pick on" someone just once each day for a week the targeted pupil is "picked on" and upset 30 times that week. That is **BULLYING** and it is very unfair.
- Pupils who are bullied over and over again by others feel bad, sad, miserable and embarrassed. Even if they laugh and don't let on or if they pretend they don't mind, they really want it to stop!
- Our school policy on bullying says the following: *(Read one key sentence from the policy printed in pupils' school journals. Emphasise the fact that "respect" is fundamental to the whole policy).*
- Pupils have a right not to be bullied because they are different. **We are all different and that is a very good thing.** We may be brown skinned or white, tall or small, heavy or skinny, Irish or Indian, red haired or fair, loud or quiet, rough or gentle, good at maths or bad at Irish etc. We should not be bullied because we are different. **What is important is that everyone deserves equal respect.**
- **You do not have to like everyone in your class group but you must still respect them.** If you dislike some of them you can simply keep away from them but you must not bully them.
- **Often pupils who bully others do not realise the serious harm they are doing.** Bullying can be very deeply damaging.
- Pupils who see or know about bullying and do not tell a teacher are helping the bullying pupil to continue bullying. If they report the bullying it can be stopped and everyone can "live happily ever after," even the bullying pupils(s). It is very important to report all bullying to a teacher.
- In this school we try to bring bullying to an end so we don't need to tell the Principal, Parents, the Board of Management or the Gardaí (Police).
- **We want all bullying to stop – NOW!** If we hear that a pupil is bullying others we want to quietly meet that pupil, explain how serious and unfair bullying is and how bad it feels for anyone to be bullied. We want to ask that pupil for a promise to stop the bullying. If the bullying stops nobody will be punished and that will be the end of the matter. But the bullying must stop!
- We need your help. We need to know if there is anyone we need to talk to about bullying. We will now do a survey where you answer questions. You will be putting your name on it. We need you to tell the truth in the survey. If your answers are different from everyone else's it will look like you are not telling the truth - like you are helping those who bully others by hiding the truth.
- In the survey you will be asked if you have "picked on" any pupil(s) yourself and also to name anyone in your class or in the school who has done so. Please be honest here. Remember! We simply want to talk to those involved, and if the bullying stops the matter will end quietly there. But we need to know who to talk to.

Thank you!



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Appendix 4
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Anti Bullying Campaign

Regular Class Survey

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. **I know that anyone who bullies others but then signs a promise to stop and keeps that promise will not be punished and will not be in trouble so everyone can "live happily ever after."**

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 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 this way:

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

Yes

No

Name others who know about this: _____

What I have written above is true.

Name:

Date: ____/____/____