



# **Anti-Bullying Policy**

**2023/2024**

**John the Baptist Community School**

1. 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 John the Baptist Community 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.
  
2. 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-
    - 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 bullying based on sexuality or identity.
  - 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. In accordance with the *Anti-Bullying Procedures for Primary and Post-Primary Schools* bullying is defined as follows:

Definition of bullying: Bullying is defined as (CC 0045/2013) ‘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 bullying targeted towards sexuality or gender identity, racist bullying, bullying based on a person’s membership of an ethnic community and bullying of those with disabilities or special educational needs.
- See *Appendix 1* for various Types of bullying behaviour that is unacceptable in John the Baptist Community School.

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. However, management will use its discretion to apply appropriate interventions depending on the nature and severity of the incident 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, copied, forwarded 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*.

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

- Year Heads are the designated ‘Relevant Teachers’ in John the Baptist Community School who are responsible for dealing with allegations of bullying.
- All incidents of bullying observed/suspected/reported in school environs must be recorded and emailed to the relevant designated person. -i.e., the relevant Year Head.
- Year Heads will liaise with class tutors, subject teachers, Sports/P.E. Department, coordinators of extra-curricular activities, fieldwork leaders, areas of unstructured activities.
- The Schools Anti Bullying Policy will be circulated to new staff members, who are advised on the steps to follow in relation to dealing with bullying behaviour in the school.

- Principal and Deputy Principals will be the relevant designated person for reports by Parents/Guardians, by Inclusion Support Assistants/SNAs and by ancillary staff and others who perform duties pertaining to the school e.g. school shop staff, bus drivers, cleaners, caretakers and secretaries. This list is not exhaustive.

- If the Chaplain, members of the Guidance Team and the Student Support Team (Cabhair) become aware of alleged bullying because of the nature of their work, they must report it to the ‘Relevant Person’ i.e. the relevant year head.
- The Board of Management is informed about all serious incidents of Bullying at scheduled Board Meetings.
- It must be noted that incidents of bullying can also be reported to TUSLA, on the Board’s Child Protection Oversight Report and/or to the State Claims Agency as necessary.

**5. The Education and Prevention Strategies to counteract bullying, including cyber-bullying and identity-based bullying that will be used by the school are as follows:**

All members of the school community, including students, parents/guardians and teachers are involved in the ongoing formation of the school's Anti-Bullying culture. All members can influence the formation of positive relationships and behaviours through a range of curricular initiatives that promote respect for diversity and inclusiveness. This is in line with the caring and inclusive mission statement of the school and the constant striving to address the wellbeing of every member of our school community.

In John the Baptist C.S. we endeavour to foster an inclusive, open and equitable community where every member of the community feels safe and has an authentic voice that will be listened to and acted upon. The following will help to promote an anti-bullying environment within the school.

**The Preventative Strategies Aim to:**

- (1) Build empathy, respect and resilience in students.
- (2) Enhance and develop self-esteem.
- (3) Provide students with opportunities to develop a positive self-worth.
- (4) Encourage students to respect themselves and others in the school community.
- (5) Educate students on diverse cultures and customs, neurodivergence and the messaging of influencers.

*The following Preventative Strategies are in place in our school:*

## Curricular Elements

- S.P.H.E makes specific provision for defining and exploring bullying and the interrelated areas of belonging, integration, communication, conflict, friendship, personal safety and relationships. It aims to develop students' positive sense of self, which helps to build the capacity in the school to foster the development of positive relationships and an inclusive community culture within the school.
- SPHE New Specification 2023 covers the following areas :

UNDERSTANDING MYSELF AND OTHERS	MAKING HEALTHY CHOICES	RELATIONSHIPS AND SEXUALITY	EMOTIONAL WELLBEING
Moving Up	Being healthy	Healthy and unhealthy relationships – real life and online	Exploring emotional wellbeing
Self management	Making healthy choices	Sexual orientation and gender identity	Anti Bullying
Becoming independent		From puberty to parenthood	Self care
Having a friend and being a friend			
Respectful communication			
All different, all equal			
Being an adolescent			

- Teachers may utilise some of the following additional resources during SPHE to prevent and tackle Bullying issues; Growing up Lesbian, Bisexual and Transgender,

Belong To LGBTQ+ resources, HSE Guidelines also cover areas within SPHE curriculum including Bullying which are saved on the SPHE Team.

- The Relationship and Sexuality Education (RSE) Programme provides opportunity to explore and discuss areas such as consent, human sexuality and relationships which have relevance to identity-based bullying. Senior Cycle RSE programme covers the following areas

<b>Relationships</b>	<b>Taking Time To Think</b>	<b>Sexual Health</b>
<ul style="list-style-type: none"> <li>•Healthy Relationships</li> <li>•Self-Esteem</li> <li>•Boundaries</li> <li>•Intimacy</li> </ul>	<ul style="list-style-type: none"> <li>•Sexuality</li> <li>•Influences and Values</li> <li>•Sexual Orientation</li> <li>•Decision-Making</li> </ul>	<ul style="list-style-type: none"> <li>•Contraception</li> <li>•Unplanned Pregnancy</li> <li>•STI's</li> <li>•STI Transmission</li> </ul>

- In C.S.P.E., interdependence of people at community, national and international levels is emphasised. CSPE is based on the idea of community and creating a linkage between the student and their role as a community member in a functioning society. It fosters a respect for human rights and a responsibility to protect those rights for each other.
- Wellbeing is encompassed through a multi-disciplinary approach in Junior Cycle and Transition Year, and to this end all subject department plans, and schemes of work incorporate reference to wellbeing, developing positive self-image, coping strategies and positive peer interactions. This is in addition to curricular Wellbeing subjects such as CSPE, SPHE and PE. Student's experience learning for wellbeing in classrooms where teachers are aware of the indicators of wellbeing and consciously endeavour to develop these behaviours. Thinking about learning for wellbeing requires that we consider not only what students learn, but also how they learn it. Learning for wellbeing can be nurtured in all subjects and by all teachers.
- In Senior Cycle anti-bullying and wellbeing are addressed through a variety of approaches including Career Guidance, Religion, RSE, Mentoring and Physical Education.

- There is an opportunity in all subjects to foster an attitude of respect for all, to promote the value of diversity, to address prejudice and stereotyping and to highlight the unacceptability of bullying e.g. English literature.
- In Geography/History colonisation, exploitation and dictatorships and war can be used to illustrate the abuse of power.
- Art, Drama, P.E., Dance and Music can be used to promote through teamwork an awareness of the nature and impacts of bullying.
- Business Studies incorporates legislation and best practices regarding employment equality and unfair dismissal.
- Approaches to decreasing the likelihood of bullying for students with special educational needs include improving inclusion, focusing on developing social skills and paying attention to key moments such as the transition from Primary to Post Primary level. It also includes cultivating a good school culture, which has respect for all members of the school community, through a broadly based curriculum and Pastoral Care structures e.g. Wellbeing classes, SPHE, RSE, the Links Programme, the school line of referral system, Guidance Counsellors, Cabhair and the Chaplain.

#### **School Events/Initiatives**

- The SPHE Department engage with the FUSE Programme, which is an Anti-Bullying and Online Safety Programme, run by UCD. This programme has a series of lesson plans and PowerPoints that will be delivered by our Junior Cycle SPHE teachers. The following are the compulsory lessons that must be completed but there are a variety of other topics that can also be addressed through the programme:

- Lesson 1 – Bullying & The Importance of Noticing
- Lesson 2 – Online Bullying & The Importance of Noticing
- Lesson 3 – Online Safety – Privacy & Sharing
- Lesson 4 – Online Safety – Cybersecurity Awareness

- Anti-Bullying is addressed as part of the Pastoral Care system in the school (e.g. Guidance Counsellor, Chaplain, Cabhair Team, Class Teachers, Tutors, Year Heads)



- Staff members have actively participated in Restorative Practice training sessions in the past two years and all staff members have access to the ‘Restorative Me’ programme developed by Michelle Stowe.
- Anti-bullying week/Stand Up week/Cultural Diversity Day/Health and Wellbeing Week – scheduled annually.
- Awareness raising initiatives are in place in John the Baptist Community School to deal explicitly with any form of bullying including identity-based bullying and in particular homophobic and transphobic bullying by placing posters on the notice boards e.g. LGBTQI+.

- Our first Inclusion Week took place in 2022/2023 to celebrate diversity across the school community. This will be scheduled annually. Each day had a focus for example Tuesday – Kindness/ Wednesday - Cyber Bullying/ Thursday – Physical/Verbal Bullying/ Friday Social Bullying.

### **Online Resources**

- The school website features a dedicated section about bullying with information for students and parents/guardians.
- <https://tacklebullying.ie/> : A national website to counter bullying and cyberbullying for young people, parents and teachers. Funded by the Department of Education and Skills (DES) under the 2013 Action Plan in Bullying (2013 – due to be updated 2023). The site provides a single point of contact for those raising awareness, those affected or concerned about Bullying and Cyberbullying-related incidents.

### **Online Behaviour**

- Access to social media sites is blocked across John the Baptist Community School.
- Prevention and any awareness raising will also focus on educating students on appropriate online behaviour, on how to stay safe online and on the development of a culture of reporting any concern about cyber bullying. Students will be repeatedly reminded that the placing of a once off offensive or hurtful public message, image or statement on a social network site or other public forum where it can be viewed, copied, forwarded or repeated by other people will be regarded as bullying behaviour.

### **Parent/Guardian Involvement**

- Parents/Guardians must recognise and accept that they have a responsibility to work with the school and their child to prevent or resolve such issues. Experience has shown that when parents are actively engaged with the school, there is a greater likelihood of a successful resolution for all involved. Parent/Guardian contribution has proven to be invaluable in the resolution of issues. Parents/Guardians should also recognise that a school that openly discusses bullying is acting positively and that they need to work with their school to ensure there is a collaborative school wide approach to addressing and preventing the bullying behaviour.
- Parents/Guardians and students have a role and responsibility in helping the school to prevent and address school-based bullying behaviour and to deal with any negative impact within the school of bullying behaviour that occurs elsewhere.
- We would strongly advise Parents/ Guardians to refrain from uploading, commenting on, or discussing behavioural incidences that occur in school/on the way to/from school/ during school outings or during extra-curricular activities. The comments on social media may give rise to a narrative that could be misleading, false, or counterproductive and may have consequences for the school community and all persons involved. Social media commentary may be extremely damaging to the wellbeing of the student(s).

**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:**

In accordance with Circular 0045/2013 the following procedures reflect that the primary aim in investigating and dealing with bullying is to resolve any issues and restore as far as is practicable the relationships of the parties involved, rather than to apportion blame.

**(i) Procedures for Investigation, Follow Up and Recording of bullying are as follows: (See Appendix 5 – Our Anti - Bullying Procedures)**

1. A student may bring a bullying concern to any teacher. Individual teachers will take appropriate measures regarding reports of bullying behaviour and inform “the relevant teacher” i.e. The Year Head.

2. Parent/Guardians, Secretaries, SNA's, Bus Drivers, Caretakers, Cleaners and any other staff are made aware of the value of reporting any incidents of bullying and are encouraged to report them to the Principal or Deputy Principals.

3. All reports, including anonymous reports of bullying will be noted, investigated and dealt with by the relevant teacher. In that way students will gain confidence in "telling". It will be made clear that when a student reports incidents of bullying they are not considered to be telling tales but are behaving responsibly. The Department of Education and Skills encourages schools to deal with bullying in a way which involves a "no blame" approach, subject to investigation. This approach of "reform not blame" has been found to be effective. A number of Year Heads and Assistant Principals have attended training, while all staff members currently have access to and are completing the Restorative Me programme.

4. The 'Relevant Teacher' will meet both parties individually to discuss the matter and to seek possible solutions. An attempt will be made to find a resolution. The 'Relevant Teacher' will use their professional judgement to determine whether bullying has occurred and how best the situation might be resolved and if sanctions are appropriate. Cases of bullying are not all alike and may require different methods of intervention.

5. If a group is involved, each member will be interviewed individually at first. Thereafter, all those involved may be met with as a group by the relevant person. At the group meeting each student will be asked for their account of what happened to ensure everyone in the group is clear about each other's statements. Students may be asked to write down their account of the incident(s), which will be documented and filed for future reference.

6. Following investigation and review of the evidence the relevant teacher in collaboration with senior management will discuss the reported incident and determine if bullying has occurred. It will be made clear to the individual(s) involved in the bullying incident that they are in breach of the Code of Behaviour and sanctions may apply. Using their professional judgement, the relevant teacher will decide if the incident is ranked as major or minor in nature.

- 1<sup>st</sup> Minor Offence – will be recorded by 'relevant teacher' with 'no blame' attached.

- 1<sup>st</sup> Major Offence – ‘Relevant Teacher’ and Senior Management will apply appropriate interventions and sanctions.
  - Repeat Offence - ‘Relevant Teacher’ and Senior Management will consider appropriate interventions and sanctions taking into consideration all incidents are not alike and require different methods of intervention.
7. Parents/Guardians and students are required to co-operate with any investigations and assist the school in resolving any issues and restoring the relationships of the parties.
  8. All investigations will be conducted with sensitivity and with due regard to the rights of the students. Great care will be given to working sensitively with the alleged bully/bullies and the victims in all cases.
  9. Every effort will be made to contact the parents/guardians of the parties involved at an early stage to inform them of the matter and explain the actions being taken by the school. Effort will be made to try to get the alleged bully to see the situation from the perspective of the person being bullied.

10. It will be made clear to the alleged victim and their parents/guardians, that where disciplinary sanctions are required, disclosure of these sanctions is at the discretion of the school management.

11. Follow-up meetings will be arranged separately with the relevant parties in an effort to resolve the issues.

12. While it is important that all steps in investigation and intervention be carried out in accordance with the DES procedures, some of the following considerations may be helpful when students with SEN (Special Educational Needs) are involved:

- Parents/Guardians may need to be involved from the beginning.
- When investigating it may be more effective to invite a teacher who has a positive relationship with the student involved to facilitate the meeting.
- When investigating consideration ought to be given to using additional methods to support the student in explaining what happened, for example, visuals, role play etc.
- Choose most appropriate intervention strategy as per school policy.
- Reflect on what needs to be added to the preventative strategies for specific students, for example, teach additional and specific personal and social skills, leisure skills, anger management, script etc.

-Consider breaking patterns that may be contributing to the bullying, for example, distraction/diversion, development of meaningful activity.

-Ongoing close observation of student may be necessary.

-Referral for further support, for example, language and communication, psychological services etc

13. If a bullying behaviour is not adequately addressed within 20 days after the relevant teacher has determined that bullying behaviour has occurred, it will be recorded by the relevant teacher in the recording template (See **Appendix 2**).

14. The Parent/Guardian has the right to make a complaint to the Ombudsman for Children. All records will be maintained in accordance with relevant data protection legislation, including General Data Protection Regulations 2018.

15. The relevant person i.e. Year Head will use his/her professional judgement in relation to the records to be kept. The Year Head will keep written records which will assist his/her efforts to resolve the issue and to restore the relationship of the parties involved. When requested, the recorded material will be retained by the Year Head and a copy given to the Principal or Deputy Principals. These records will be retained in the school in line with the school's data retention policy (see Data Protection Policy).

16. Any material that relates to bullying or a bullying incident should be submitted by the class teacher or staff member to the relevant Year Head without intervention or delay. The Anti-bullying Policy will provide for appropriate linkage with the overall code of behaviour and provide for referrals to relevant outside agencies if required. The advice of NEPS (National Educational Psychological service) will be sought if deemed necessary.

17. In accordance with Circular 0045/2013 the Principal will provide a report to the Board of Management setting out:

-The overall number of bullying cases reported.

-Confirmation that these cases have been or are being dealt with in accordance with school policy.

-Board will do an annual review of the policy.

**(ii) Established Intervention Strategies;**

1. Restorative Practice
2. Disciplinary Approach in line with our Code of Behaviour
3. The Support Group Method
4. Supporting the Victim
5. Mediation

In deciding which method to use the following factors could be considered:

- The nature of the case as one method may be more effective to deal with the specific case than another.
- The level of training and skill available to the school in applying that method.

**Restorative Practice**

Restorative Practice (RP) is based on the concepts and principles of Restorative Justice. RP places relationships at the core of all problem solving. Bullying is viewed as a violation of people, property, and relationships. The practice involves getting the student who engages in bullying to reflect upon his/her damage to the relationships involved. The student is facilitated to experience a sense of remorse through the following questioning framework;

- What happened?
- What were you thinking at the time, what have you thought about it since?
- Who has been affected and in what way?
- How could things have been done differently?
- What do you think needs to happen next?

The aim of RP is to restore a damaged relationship and address harm with both the student who is bullied and the class and/or school community. Necessary elements include the prior existence or subsequent emergence of remorse on the part of the student who engages in bullying. The student who is bullied and others must be ready to accept the apology. RP

may take many forms and this allows everyone to understand the rationale for their actions.

This builds trust and commitment. It involves three elements:

- Engagement – include all students who are involved in the bullying behaviour.
- Explanation – adopt a shared understanding of the situation by all involved.
- Clarity – involve all in a vision for the future.

### **The Support Group Method (formerly the No Blame Approach)**

This is a non-punitive approach and, as with Restorative Practice, the emphasis is on;

Getting the pupil involved in bullying behaviour to appreciate the suffering they have inflicted on the pupil who is bullied.

Providing a solution to the problem rather than providing retribution for wrongdoing. The solution may involve an agreement between parties that there is no basis for a relationship in the future. They both agree to respect each other's boundaries and not cause further harm.

There are however, important differences to the Restorative Practice approach such as the fact that the Support Group Method does not assume that remorse on the part of the pupil engaged in bullying behaviour is a necessary precondition for a positive change in the behaviour of a pupil engaged in bullying behaviour. The focus is on moving the pupil engaged in bullying behaviour from one who behaves hurtfully to one who is motivated to build empathic and respectful relationships

### **The Disciplinary Approach**

According to surveys of teachers and counsellors across many countries including the US, Australia, Canada, Germany, Norway and Finland, the disciplinary approach is seen by about 75% of school staff as the most appropriate way of dealing with most, if not all, forms of bullying (Bauman, 2008; Rigby, 2010). Essentially, it seeks to prevent bullying from continuing by imposing sanctions on the students(s) who were engaged in bullying behaviour. Sanctions imposed may include verbal reprimands, demerit uploaded on VShare, put on report system (white, green and red), internal school suspension, short-term suspension, meetings with parents and permanent exclusion from school.

### **Strengthening the Victim**

This approach to dealing with cases of bullying aims at assisting the pupil who is bullied to cope more effectively in bullying situations. To this end, pupils who are being targeted are identified and supported by members of our school support system. This includes Class

Tutors, Year Heads, Cabhair and Guidance Counsellors. The aim is to build and develop assertive practices to enable them to deal effectively with difficult bullying situations.

### **Mediation**

Mediation is an attempt to bring about a peaceful settlement or compromise between pupils through the intervention of a neutral party. With mediation the student who is bullied and the student who is engaged in bullying enter into negotiation with each other freely. They are assisted by a mediator to reach an agreed and peaceful solution. The mediator may be a member of staff. The school intends to train TY students in Restorative Practice to act as peer mentors and develop a restorative ethos and mindset among other student groups. The school recognises the advantages in involving students in this process, as pupils do not generally come across as authority figures and are less likely than other members of staff to impose their will on the proceedings. In addition, pupils are more likely to understand the situation in which other pupils find themselves.

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

- A programme of support for students who have been bullied is in place. This programme includes the availability of the Chaplain, Guidance Counsellors and opportunities to participate in self-esteem enhancing activities. These are designed to raise their self-esteem, to develop their self-worth and social skills and thereby build resilience for when this is needed.
- A programme of support for everyone involved in bullying behaviour is also part of the school's intervention programme. Support is also available for students involved in bullying behaviour, through the Cabhair team to help them learn other ways of meeting their needs without violating the rights of others. Students who observe incidents of bullying are encouraged to discuss them with teachers.

### **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 18/10/2023

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. 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 (or where none exists, be otherwise readily accessible to parents and pupils on request) 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: \_\_\_\_\_  
(Chairperson of Board of Management)

Signed: \_\_\_\_\_  
(Principal)

Date: 4<sup>th</sup> December 2023

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

Date of next review: December 2025

# Appendix



## Appendix 1: Unacceptable Bullying Behaviour

### 1. Cyber

## 2. Homophobic and Transgender

<p><b>Cyber Bullying is a particularly harmful type of bullying and includes;</b></p>	<ul style="list-style-type: none"> <li>➤ <b><u>Denigration:</u></b> Spreading rumors, lies or gossip to hurt a person's reputation</li> <li>➤ <b><u>Harassment:</u></b> Continually sending vicious, mean or disturbing messages to an individual</li> <li>➤ <b><u>Impersonation:</u></b> Posting offensive or aggressive messages under another person's name</li> <li>➤ <b><u>Flaming:</u></b> Using inflammatory or vulgar words to provoke an online fight</li> <li>➤ <b><u>Trickery:</u></b> Fooling someone into sharing personal information which you then post online</li> <li>➤ <b><u>Outing:</u></b> Posting or sharing confidential or compromising information or images</li> <li>➤ <b><u>Exclusion:</u></b> Purposefully excluding someone from an online group</li> <li>➤ <b><u>Cyber stalking:</u></b> Ongoing harassment and denigration that causes a person considerable fear for their safety including; <ul style="list-style-type: none"> <li>Silent telephone/mobile phone call</li> <li>Abusive telephone/mobile phone calls</li> <li>Abusive text messages</li> <li>Abusive email</li> <li>Abusive communication on social networks e.g., Instagram/WhatsApp/Snapchat/Tiktok/ Twitter/You Tube or on game consoles</li> <li>bullying targeted towards sexuality or gender identity</li> <li>Abusive website comments/Blogs/Pictures</li> <li>Abusive posts on any form of communication technology</li> </ul> </li> </ul>
<p><b>Adolescents can be particularly vulnerable to Homophobic/transgender bullying at this age.</b></p>	<ul style="list-style-type: none"> <li>➤ Spreading rumours about a person's sexual orientation</li> <li>➤ Taunting a person of a different sexual orientation</li> <li>➤ Slurs /Derogatory Language e.g., Gay, queer, lesbian...used in a derogatory manner</li> <li>➤ Physical intimidation or attacks</li> <li>➤ Threats-verbal, physical etc,</li> </ul>

## 3. Relational

<p><b>This involves manipulating relationships by;</b></p>	<ul style="list-style-type: none"> <li>➤ Malicious gossip</li> <li>➤ Isolation &amp; exclusion /deliberation exclusion or sporadic inclusion/exclusion</li> <li>➤ Ignoring</li> <li>➤ Excluding from the group</li> <li>➤ Malicious gossiping</li> <li>➤ Spreading rumours</li> <li>➤ Breaking Confidence</li> <li>➤ Audible comments</li> <li>➤ The Look designed to intimidate.</li> <li>➤ Taking someone’s friends away</li> </ul>
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#### 4. Identity Based Behaviours

<p><b>This involves focusing on an aspect of a person’s identity.</b></p>	<p><b>5/ Identity Based Behaviours;</b> addresses unacceptable behaviour including behaviour aimed at any of the nine discriminatory grounds mentioned in Equality Legislation i.e.</p> <ul style="list-style-type: none"> <li>➤ gender including transgender,</li> <li>➤ civil status,</li> <li>➤ family status,</li> <li>➤ sexual orientation,</li> <li>➤ religion,</li> <li>➤ age,</li> <li>➤ disability,</li> <li>➤ race</li> <li>➤ membership of the Traveller community.</li> </ul>
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#### 5. Sexual

<p><b>Sexual innuendo is never acceptable.</b></p>	<ul style="list-style-type: none"> <li>➤ Unwelcome or inappropriate sexual comments or touching.</li> <li>➤ Harassment.</li> <li>➤ “Only Joking” excuses</li> <li>➤ Passing audible sexual remarks</li> </ul>
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## 5. Student's with Additional needs/disability

## 6. General Unacceptable Behaviour

<b>Student's with additional needs are vulnerable to:</b>	<ul style="list-style-type: none"><li>➤ Name calling</li><li>➤ Taunting others because of their disability or learning needs</li><li>➤ Taking advantage of some students' vulnerabilities and limited capacity to recognise and defend themselves against bullying</li><li>➤ Taking advantage of some students' vulnerabilities and limited capacity to understand social situations and social cues.</li><li>➤ Mimicking a person's disability</li><li>➤ Setting others up for ridicule</li></ul>
<b>John the Baptist C.S will not accept any of the following:</b>	<ul style="list-style-type: none"><li>➤ Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, bullying targeted towards sexuality or gender identity, racist bullying etc.</li><li>➤ Physical aggression</li><li>➤ Damage to property</li><li>➤ Name calling</li><li>➤ Slagging</li><li>➤ The production, display or circulation of written words, pictures or other materials aimed at intimidating another person</li><li>➤ Offensive graffiti</li><li>➤ Extortion</li><li>➤ Intimidation</li><li>➤ Insulting or offensive gestures</li><li>➤ The "look" designed to intimidate</li><li>➤ Invasion of personal space</li><li>➤ A combination of any of the types listed.</li></ul>

## 7. Race, Nationality, Ethnic Background, Membership of Traveller Community

Any negative comment aimed at minority groups is unacceptable e.g	<ul style="list-style-type: none"><li>➤ Discrimination</li><li>➤ prejudice</li><li>➤ comments or insults about colour,</li><li>➤ nationality,</li><li>➤ culture,</li><li>➤ social class,</li><li>➤ religious beliefs,</li><li>➤ ethnic or traveller background</li></ul>
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### **Appendix 2 : Template 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))\***

Pupil concerned	<input type="checkbox"/>
Other Pupil	<input type="checkbox"/>
Parent	<input type="checkbox"/>
Teacher	<input type="checkbox"/>
Other	<input type="checkbox"/>

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

Playground	<input type="checkbox"/>
Classroom	<input type="checkbox"/>
Corridor	<input type="checkbox"/>
Toilets	<input type="checkbox"/>
School Bus	<input type="checkbox"/>
Other	<input type="checkbox"/>

**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	<input type="checkbox"/>	Cyber-bullying	<input type="checkbox"/>
Damage to Property	<input type="checkbox"/>	Intimidation	<input type="checkbox"/>
Isolation/Exclusion	<input type="checkbox"/>	Malicious Gossip	<input type="checkbox"/>
Name Calling	<input type="checkbox"/>	Other (specify)	<input type="checkbox"/>

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

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

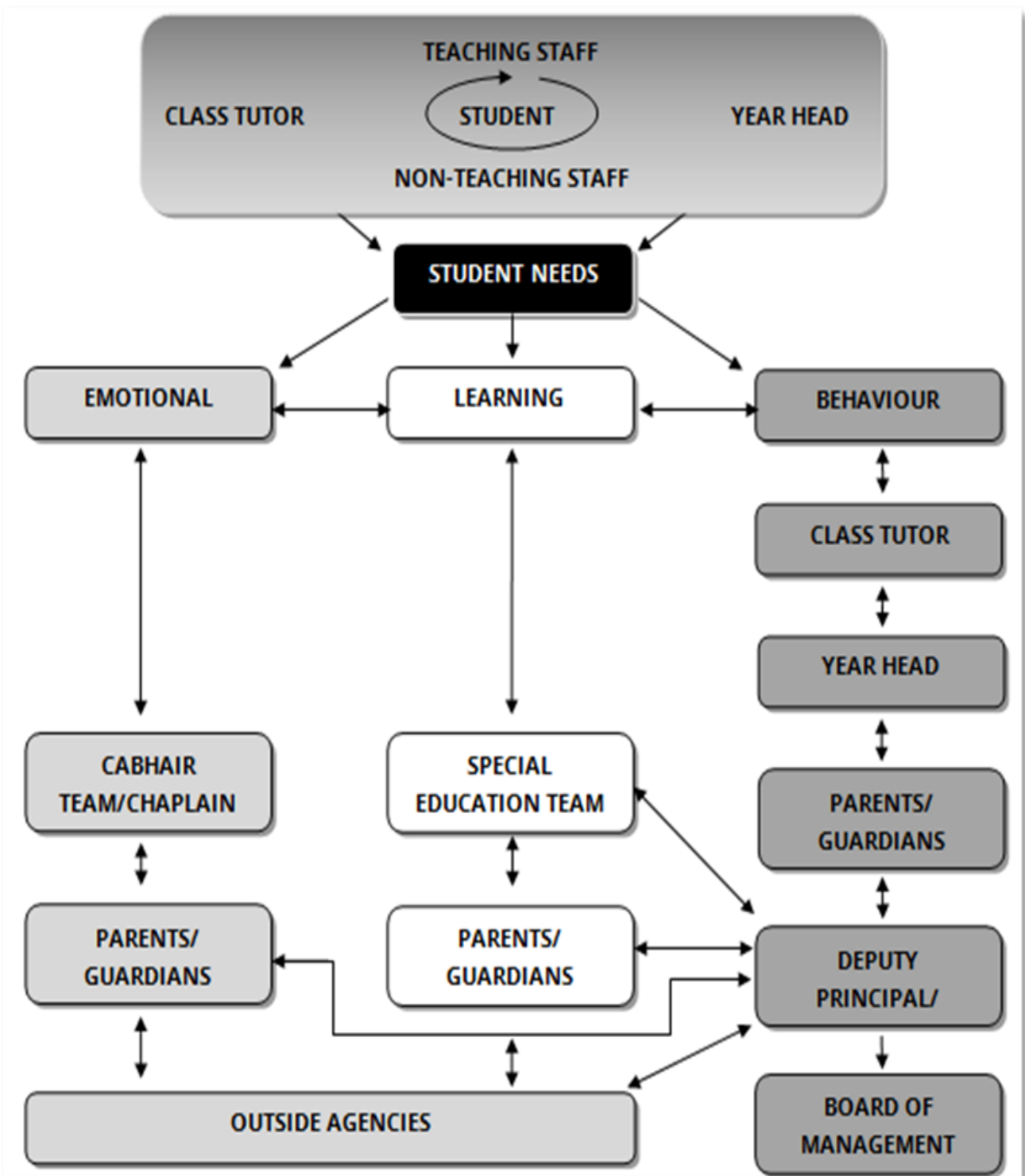
**8. Brief Description of bullying behaviour and its impact**

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**9. Details of actions taken**

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Signed \_\_\_\_\_ (Relevant Teacher) Date \_\_\_\_\_





## **Appendix 4**

Taken from gov.ie

### **Appendix 2 Practical tips for building a positive school culture and climate**

The following are some practical tips for immediate actions that can be taken to help build a positive school culture and climate and to help prevent and tackle bullying behaviour.

- o Model respectful behaviour to all members of the school community at all times.
  
- o Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.
- o Display key respect messages in classrooms, in assembly areas and around the school. Involve pupils in the development of these messages.
- o Catch them being good - notice and acknowledge desired respectful behaviour by providing positive attention.
- o Consistently tackle the use of discriminatory and derogatory language in the school – this includes homophobic and racist language and language that is belittling of pupils with a disability or SEN.
- o Give constructive feedback to pupils when respectful behaviour and respectful language are absent.
- o Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.
  
- o Explicitly teach pupils about the appropriate use of social media.
  
- o Positively encourage pupils to comply with the school rules on mobile phone and internet use.
  
- o Follow up and follow through with pupils who ignore the rules.
  
- o Actively involve parents and/or the Parents' Association in awareness raising campaigns around social media.
  
- o Actively promote the right of every member of the school community to be safe and secure in school.

- o Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas.
- o All staff can actively watch out for signs of bullying behaviour.
- o Ensure there is adequate playground/school yard/outdoor supervision.
- o School staff can get pupils to help them to identify bullying “hot spots” and “hot times” for bullying in the school.
- o Hot spots tend to be in the playground/school yard/outdoor areas, changing rooms, corridors and other areas of unstructured supervision.
- o Hot times again tend to be times where there is less structured supervision such as when pupils are in the playground/school yard or moving classrooms.
- o Support the establishment and work of student councils.

## Appendix 5

### Our Bullying Procedures Infographic

