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## **Anti- Bullying Policy. St. Joseph's Primary School.**

1. In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the National Educational Welfare Board (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 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 eg. Friendship Week/Buddy Days etc.) that-
    - build empathy, respect and resilience in pupils; and
    - explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.
  - Effective supervision and monitoring of pupils;
  - Participation in Incredible Years, National Educational Psychological Service (NEPS) & MAPA by various staff members.
  - 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:

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 (one incidence online is considered cyber bullying)
- identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.

Isolated or once-off incidents, with the exception of cyber bullying, of intentional negative behaviour, 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 eg. Viber, WhatsApp, Snapchat, Twitter, Facebook, Instagram (this list is not exhaustive).

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*.

A pupil/parent may bring a bullying incident/concern to any teacher in the school.

4. The relevant teacher(s) for investigating and dealing with bullying is as follows: (see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

The Class teacher is the relevant teacher for investigating the bullying incident.

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

- **SPHE, RSE** and **Stay Safe** programmes.
- Grow in Love Religion Programme

- FUSE- programme. School Year 2021/22
- **'Bullying'**- Prim. Ed. Supplementary material.
- **Catching pupils being good.** This can happen in the classroom or the playground. For example, when they are playing fairly, when they play with someone who has no one to play with, when they share with other children, when they are kind.
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Effective practice includes awareness raising measures, as needed, across all aspects of bullying and involves strategies to engage pupils in addressing problems when they arise. In particular, such strategies need to build empathy, respect and resilience in pupils.

As self-esteem is a major factor in determining behaviour, we will, through both their curricular and extra-curricular programmes, provide pupils with opportunities to develop a positive sense of self-worth.