

# St. Joseph's Secondary School

Newfoundwell, Drogheda, Co. Louth

## Anti-Bullying Policy



Staff	October 2022	Reviewed
Parents' Council	October 2022	Reviewed
Student Council	October 2022	Reviewed
Board Of Management	25/10/22	Ratified

**School Details:** St. Joseph's Secondary School is a Voluntary Roman Catholic Secondary School under the Trusteeship and the Patronage of the Edmund Rice Schools Trust. The School is grant aided by the Department of Education & Skills and is a single sex (boys) school.

**School Management:** The Board of Management of St. Joseph's Secondary School is a statutory Board appointed pursuant to the provisions of the Education Act 1998.

## **Mission Statement**

*St. Joseph's Secondary school recognises that each pupil who enrolls in our school is unique and has different gifts as well as different needs. It is our wish that our pupils will leave us with enhanced self-confidence and with life skills and attitudes which will enable them to lead lives satisfying to themselves and which may contribute to the betterment of society.*

*We recognise that a pupil's development is closely linked to a good self-image and so we strive to present the school's total curriculum in such a manner as to allow all to realise their full potential.*

*We see ourselves as working in partnership with parents to develop the gifts and to meet the needs of all. We regard our school as an educational establishment with a Christian community characterised by care and justice.*

Through the implementation of this policy we strive to enact the stated mission and vision of St. Joseph's Secondary School. We value all in the school community and endeavour to develop each member of the school community.

## **Philosophy and Context of this Policy**

This policy encompasses the whole school community. Pastoral care should permeate all areas of school life. In St. Joseph's we facilitate the development of all members of our school community. In our school community each student is valued and his uniqueness is recognised. We promote a school community that is caring and positive. This work will be carried out in an environment that is both safe and secure for all in our school community. We believe pastoral care is the responsibility of the entire school community.

As an Edmund Rice School, St Joseph's Secondary School seeks to promote the five key elements of an Edmund Rice School as espoused by the ERST Charter:

1. Nurturing faith, Christian spirituality and Gospel-based values
2. Promoting partnership in the school community
3. Excelling in teaching and learning
4. Creating a caring school community
5. Inspiring transformational leadership.

These elements carry the philosophy of the school and allude to the development of the full

potential of the individual as central to the work of the school. This commitment to the pastoral care of the school community is implicit in the school's admission policy, in the commitment to promoting the spiritual and human development of each individual as outlined in the ERST charter.

### **Rationale for 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 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

Related policies:

- Health & Safety policy
- Dignity at Work policy
- Code of Discipline
- Pastoral Care
- Wellbeing policy
- Whole School Guidance policy
- Internet Acceptable Usage Policy for students and staff
- External Sports Coaches Policy

Related legislation:

- L.R.C Codes of Practice S.I.674 2020, S.I. No.17/2002, S.I. 208/2012,
- Safety, Health and Welfare at Work Act 2005
- Health & Safety Authority 2007 Code of Practice
- Employment Equality Act 1998-2015
- Teaching Council Act 2001-2015

### **Policy Aim**

- Address the issue of bullying in so far as it constitutes behaviour which is directly opposed to the achievements of the school Mission Statement.
- Ensure the right to a safe, secure, learning and working environment for all members of our school community.

### **Scope of this policy:**

In accordance with the *Anti-Bullying Procedures for Primary and Post-Primary Schools* bullying is defined as follows:

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

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

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

- cyber-bullying and
- identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveler community and bullying of those with disabilities or additional 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 policy addresses various types of bullying behaviour, cyber-bullying, harassment and sexual harassment.

While the focus of this policy addresses issues related to bullying of students (i.e. situations in which one or more students are the victim(s) of bullying), the policy also applies to relationships between all staff, management and parents.

With particular regard to workplace & employment bullying, management and staff are further directed to St. Joseph's Dignity At Work policy which presents resolution procedures and methods informed by the **Prevention and Resolution of Bullying At Work Order 2020(S.I.674)** .

St. Joseph's Secondary School reserves the right to apply its bullying policy in respect of bullying that occurs at a location, activity, function or programme that is not school related if in the opinion of the Principal and/or the Board of management the alleged bullying has created a hostile environment at the school for the victim, has infringed on the rights of the victim at the school and/or has materially disrupted the education process or the orderly operation of the school.

The policy will apply to a number of time periods/activities as follows:

- School time (including break times)
- Going to and from school
- School tours/trips
- Extra-curricular activities
- At other times when the behaviour adversely affects a member of the school community

## **Operation of this policy:**

1. 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;

And demonstrates

- 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-

- develops empathy, respect and resilience in pupils
- explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.
- Provides effective supervision and monitoring of pupils;
- Provides supports for staff;
- Provides supports and advice for parents

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.

2. The relevant teacher(s) for investigating and dealing with student related bullying is (are) as follows:

- The student may report bullying to any teacher in the school community.
- Investigation of reports of alleged bullying are undertaken within our Pastoral Care programme, i.e. Form Teacher, Year Head, Deputy Principal, Principal as deemed appropriate in the context of the alleged bullying and the school's Code of Behaviour.

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;

- Encouraging an open, proactive relationship between staff and students and specifically by:
  - Displaying the **Anti-Bullying Charter** prominently throughout the school. A copy of the Charter is at the end of this policy. A large poster/banner with the Anti-Bullying Charter printed on it will be signed by all students at the start of each school year and prominently displayed in the school building.
  - Raising awareness in the **S.P.H.E.** , **C.S.P.E.** and Wellbeing modules as follows:

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<b>Year</b>	<b>Module</b>
1 <sup>st</sup>	Get Up ,Stand Up
2 <sup>nd</sup>	Fuse Anti-bullying
3 <sup>rd</sup>	Respect and Inclusion
T.Y.	Blast-Consent

- Frequent contact with individual students by Tutors and Year Heads to establish good personal relationships.
- Surveying of all students anonymously in November and February each year, with regard to their sense of well-being in St. Joseph’s Secondary School. This information will be used to identify the focus of anti-bullying measures if necessary. The questionnaire is listed in Appendix 9.
- Encouraging the role of the Student Council and Senior Prefects in promoting the general well-being of the students.
- Using a school produced video to highlight why it is wrong to engage in bullying and what to do if you are a victim of this behaviour.
- Encouraging positive relationships among all members of the school community. Give respect to get respect.
- Inviting the ‘Sticks and Stones’ theatre group to perform for the students during Friendship Week.

Posting Appendix 4, 5, 6 and 7 to parents at the start of the school year. These appendices refer to Cyber Bullying

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 AND FOLLOW UP

### **STAGE 1. The No Blame Approach, a restorative approach.**

- The year head or Deputy Principal or Principal will conduct an investigation , following a report or incident of bullying which will include interviewing the victim(s), witness (es) and alleged perpetrator(s).
- Convene a meeting with the students involved. Friend(s) of the victim may also attend.
- Explain the position to the alleged perpetrator(s) without allocating blame.
- A written undertaking will be sought from the parties involved that the unacceptable behaviour will end. The situation will be kept under observation and review.
- Contact parents of the students involved if necessary. Parents will also be contacted if written undertakings are not given.
- If the bullying involves cyber bullying, it is open to the victim(s) parents/guardians to report the matter to the Gardaí. The following legislation may be used by the Gardaí: Section 13 of the Post Office (Amendment) Act 1951 or Section 10 of the Non-Fatal Offences Against the person Act 1997. See Appendix 8.

### **STAGE 2. Repeated Bullying.**

- The Principal or Deputy Principal will initiate pastoral strategies in the interests of the victims(s) and/or perpetrator(s), including contact with outside agencies if appropriate. The parent(s)/guardian **will** be contacted and will be expected to arrange counselling for their son to help him with his repeated bullying. Documentary evidence will be required by the school management to confirm that the student has engaged in the counselling.
- If the bullying involves cyber bullying, it is open to the victim(s) parents/guardians to report the matter to the Gardaí. The following legislation may be used by the Gardaí: Section 13 of the Post Office (Amendment) Act 1951 or Section 10 of the Non-Fatal Offences Against the person Act 1997. See Appendix 8.
- Impose disciplinary sanctions as appropriate with reference to the Code of Behaviour.
- The situation will be kept under observation and review and support will be arranged for the victim.

### **STAGE 3.**

Where a student continues to bully after engaging in the counselling in stage 2, his case will be referred to the Board of Management. **The Board may consider sanctions up to and including expulsion.**

## RECORDING OF BULLYING BEHAVIOUR

The relevant teacher will record the bullying behaviour using the standardised recording template

**Appendix 10 (And a copy must be provided to the Principal or Deputy Principal as applicable)**

1. The school's programme of support for working with pupils affected by bullying is as follows  
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The Principal or Deputy Principal will initiate pastoral strategies in the interests of the victims(s) including contact with outside agencies if appropriate

### **2. 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.

### **3. 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.

4. This policy was adopted by the Board of Management on \_\_\_\_\_ [date].
5. This policy has been made available to school personnel, published on the school website (or where none exists, is otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A copy of this policy will be made available to the Department and the patron if requested.
6. 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 (where one exists). A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: E.Coffey  
(Chairperson of Board of Management)

Signed: P.Savage  
(Principal)

Date 22/10/2022

Date: 22/10/2022

Date of next review: 22/10/2023



## Appendix 1 Checklist for annual review of the anti-bullying policy and its implementation

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.

	Yes /No
Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the <i>Anti-Bullying Procedures for Primary and Post-Primary Schools</i> ?	
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: <u>E.Coffey</u> (Chairperson, Board of Management)  Signed <u>P.Savage</u> ( Principal)	

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

To: Parents/Guardians, Students and School Staff

The Board of Management of St. Joseph's Secondary School 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 25/10/22.
- 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 \_\_\_\_\_ Chairperson, Board of Management

Signed \_\_\_\_\_ Principal

Appendix 2:

<b>General behaviours which apply to all types of bullying (Appendix 3)</b>	<ul style="list-style-type: none"><li>• Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc.</li><li>• Physical aggression</li><li>• Damage to property</li><li>• Name calling</li><li>• Slagging</li></ul>
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	<ul style="list-style-type: none"><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”</li><li>• Invasion of personal space</li><li>• A combination of any of the types listed</li></ul>
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<p><b>Cyber bullying:</b></p>	<ul style="list-style-type: none"> <li>• <b>Denigration:</b> Spreading rumours, lies or gossip to hurt a person's reputation</li> <li>• <b>Harassment:</b> Continually sending vicious, mean or disturbing messages to an individual</li> <li>• <b>Impersonation:</b> Posting offensive or aggressive messages under another person's name</li> <li>• <b>Flaming:</b> Using inflammatory or vulgar words to provoke an online fight</li> <li>• <b>Trickery:</b> Fooling someone into sharing personal information which you then post online</li> <li>• <b>Outing:</b> Posting or sharing confidential or compromising information or images</li> <li>• <b>Exclusion:</b> Purposely excluding someone from an online group</li> <li>• <b>Cyber stalking:</b> Ongoing harassment and denigration that causes a person considerable fear for his/her safety</li> <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. Facebook/Ask.fm/Twitter/YouTube/Snapchat or on games consoles</li> </ul>
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	<ul style="list-style-type: none"> <li>• Abusive website comments/Blogs/Pictures</li> <li>• Abusive posts on any form of communication technology</li> </ul>
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**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). (Appendix 5)

<b>Homophobic and Transgender bullying:</b>	<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>• Name calling e.g. Gay, queer, lesbian...used in a derogatory manner</li> <li>• Physical intimidation or attacks</li> <li>• Threats</li> </ul>
<b>Race, nationality, ethnic background and membership of the Traveller community bullying:</b>	<ul style="list-style-type: none"> <li>• Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background,</li> </ul>
<b>Relational based bullying:</b>	<p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"> <li>• Malicious gossip</li> <li>• Isolation &amp; exclusion</li> <li>• Ignoring</li> <li>• Excluding from the group</li> <li>• Taking someone's friends away</li> <li>• "Bitching"</li> <li>• Spreading rumours</li> <li>• Breaking confidence</li> <li>• Talking loud enough so that the victim can hear</li> <li>• The "look"</li> <li>• Use or terminology such as "nerd" in a derogatory way</li> </ul>
<b>Sexual bullying/harassment:</b>	<ul style="list-style-type: none"> <li>• Unwelcome or inappropriate sexual comments or touching</li> </ul>

### **Appendix 3:**

#### **The effects of bullying:**

- Changes of mood and behaviour.
- Lack of motivation and energy.
- Withdrawn/ unhappy demeanour.
- Sleeping problems, bedwetting, nightmares
- Lowering of self-esteem
- Loss of confidence and self-esteem.
- Stress.
- Panic attacks.
  
- Anxiety about going to school.
- Reduced ability to concentrate.
- Poor or deteriorating school work.
- Aggressive eruptions/tantrums.
- Depression.
- Self-harming.
- Attempting suicide/suicide.

### **Appendix 4:**

#### **Signs and Symptoms of Bullying.**

(Parents and Teachers are asked to be particularly observant in this regard)

- Reluctance to go to school.
- Truancy.
- Deterioration in educational performance.
- Pattern of physical illness – headaches, stomach aches.
- Loss of interest, lack of concentration.
- Changes in mood and behaviour, especially before returning to school after holidays.
- Signs of anxiety/distress – stammering, nightmares, loss of appetite, poor sleep patterns.
- Property missing or damaged.
- Increased demands for money or stealing.
- Unexplained bruising, cuts, damage to clothing.
- Reluctance to say what is wrong.

## Appendix 5:

### What is Cyberbullying?

This short animation is part of the HTML Heroes Programme and is designed to introduce pupils to the topic of cyberbullying and online harassment. Help pupils identify what forms cyber-bullying can take and how they can effectively respond to it. Supporting lessons can be found

here: [webwise.ie/lessons/6-respectful-communication-online/](http://webwise.ie/lessons/6-respectful-communication-online/)

- Cyber-Bullying occurs when a person or group makes use of electronic communication devices, commonly mobile phones or the internet, to deliberately harass, intimidate or humiliate another individual.
- Cyber-Bullying can consist of threats, insults, embarrassing or humiliating messages, pictures or video clips, defamation or impersonation. Insults can be prejudice-based, expressing racist, sexist or homophobic sentiments.
- In Ireland research indicates that almost one in five students are involved in cyber-bullying either as victims, bullies or both.

### THE EFFECTS OF CYBER-BULLYING.

- Becoming withdrawn
- Sleep problems
- Lack of motivation & energy
- Loss of confidence & self-esteem
- Loss of a sense of security
- Anxiety
- Stress
- Anger and Aggressive behaviour
- Alcohol, drug or substance abuse
- Depression
- Thoughts of suicide



## Appendix 6:

### Signs of Cyber-Bullying.

Some of the signs that a child is being cyber-bullied include:

- Signs of emotional distress during or after using the internet.
- Unexpectedly stops using the computer.
- Withdrawal from friends and activities.
- Avoidance of school or group gatherings.
- Slipping grades and acting out in anger at home.
- Changes in mood or behaviour.
- Changes in sleep or appetite.
- Lower confidence and self-esteem.
- Visible signs of anxiety but refusal to say what is wrong.
- Becoming isolated.

## Appendix 7:

### TEN TOP TIPS TO DEAL WITH CYBER-BULLYING.

By Prof. Mona O'Moore, TCD:

1. **Inform yourself about mobile phone and internet use and safety.** Carefully read your child's mobile phone manual and take note of how to contact the phone's service provider should it be necessary to make a complaint.
2. **Make sure your child or teen understands the importance of internet and mobile safety.** Do not take it for granted that your child or teen knows how to avoid the pitfalls of electronic communication. Warn them of the pitfalls of putting photos of themselves on the internet or to indiscriminately share their name, address, phone number or other personal information online. Ask them are they happy to put the same information in a shop window as they pass around amongst their friends.
3. **Inform yourself about blocking devices which will help to block unwanted and abusive calls.** The vMad Bully Stop application allows your child and teenager to control who calls or sends them texts. It also enables you and your child to view the content of any blocked text.
4. **Encourage open and non-judgemental communication with your child or teenager.** Talk to your child about their online friends and activities in the same way you would their traditional friendships and activities. Ask if they have seen abusive or hurtful texts or postings. Ask them what they would do if they did. If there is anything you do not understand about their mobile phone or internet activities ask them to show you.

## **5.Key advice for your child or teenager if targeted:**

- Do not feel ashamed.
- Do not reply to abusive or hurtful messages.
- Save the message.
- Report the threatening or offensive behaviour to a parent or teacher and/or contact the service provider (through its Customer Care or Report Abuse Facility). If the cyber-bullying is very threatening and serious contact your local Gardaí.
- Block the sender.

**6.Share evidence of cyber-bullying with the school.** Most often the children who cyber-bully also engage in traditional face-to-face bullying so it's important the school gets to know about it so that they can apprehend the bullies. With cyber bullying you will have the advantage of being able to show copies of the offensive messages, pictures or video clips used to humiliate or embarrass your child or teen.

**7.Make sure your child or teenager understands that you disapprove of cyber-bullying.**

It is important that children and teens learn to respect each other and therefore they should be told to avoid engaging in cyber-bullying for whatever reason that might tempt them to be abusive and hurtful to others. Should you as a parent be informed of their inappropriate behaviour, impress upon them that one should not do onto others what one would not like done to oneself. It is vital also that you try to find the reason for their cyber-bullying behaviour. In that way you can help them overcome it.

**8.Administer consequences for breaking the rules of cyber-safety.** If necessary apply the 'yellow card, red card' philosophy and as a corrective measure reduce their allowance for mobile phone credit or the time spent on the computer.

**9.Have your child or teen understand that cyber-bullying can lead to a criminal offence.**

Any text message or internet communication that is grossly threatening, offensive or harasses another person could be investigated by the Gardaí and result in prosecution.

**10.Keep up to-date with the advances in electronic communication.** Do not be afraid to show your ignorance. Remember we are all ignorant about certain things. Listen and learn from your child about the positive uses of electronic communication as well as the most effective strategies to prevent and tackle bullying and cyber-bullying.

## **Appendix 8.**

### **ADVICE FOR YOUNG PEOPLE ON HOW TO HANDLE CYBER-BULLYING AND BE CYBER-SAFE.**

If you are being cyber-bullied, it is important to remember the following:

- Do not ignore the bullying, tell someone you trust.
- Remember it's not about you. Often people who bully others do so to make themselves feel better because they are unhappy. Do not blame yourself; it is not your fault.
- Do not delete the offensive text, email, phone-call, video-clip or image; this should instead be kept as evidence.
- Do not respond to unwanted texts, instead turn off your phone for a few days or change your number.
- If you are receiving unwanted calls, do not hang up straight away as this may feed

the callers wish to scare you, instead walk away and hang up a few minutes later.

- Think about purchasing an application which would allow you to control who calls or sends you texts, such as vMad Bully Stop from Carphone Warehouse.

*Some tips on staying Cyber-safe:*

**Facebook.**

- Do not accept 'friend invites' from people you do not know; exercise the same caution you would with a stranger you meet on the street.
- Make sure your privacy settings are so that only your friends can view your personal information and photos. If your profile is set to 'public' anybody can view your photos and anything you or your friends write online.
- Be sensible about what personal information you include in your profile. Keep it general and exercise great caution in listing details of your home address, mobile number, email address, the school or sports club you attend.
- Do not assume just because your profile is 'private' that your conversations are too. If someone hacks into your friend's profile, then they will also be able to view all your information.
- Make it a rule of thumb not to divulge anything online that you would not be happy to say out loud in a crowded room.

*General cyber-safety.*

- Do not respond to 'flames' (unwanted emails) or open files from people you don't know.
- If you are using instant messaging, chat rooms or other social networking sites, remember to never give out personal information or photos; instead use a nickname.
- Be cyber-savvy and bear in mind that the person you are communicating with may not be who they say they are.

**Appendix 9:**

**Legislation relating to Cyber-Bullying**

There is not, as yet, any laws relating directly to cyber-bullying. However, the following pieces of legislation can be applicable in many cases:

- The making of nuisance and malicious calls or sending by telephone any message that is grossly offensive, or is indecent, obscene or menacing is a criminal offense under Section 13 (1) of the **Post Office (Amendment) Act 1951**. This Act specifically includes text messages but it does not include references to email or internet messages.
- Under the **Criminal Damage Act 1991** it is an offense to damage property (Section 2), make threats to damage property (Section 3), and to gain unauthorised access to data (Section 5).

- Bullying is a form of harassment and as such falls within the provisions of the **Non-Fatal Offenses Against the Person Act 1997**. Section 10 deals with harassment: when a person's acts by any means intentionally or recklessly, interferes with another's peace and privacy or causes alarm, distress or harm to the other.

[www.webwise.ie/talklistenlearn/](http://www.webwise.ie/talklistenlearn/)

## Parents Toolkit



The free Webwise Parent Toolkit contains a range of useful resources and materials to help support parents to engage with their children and teenager’s lives online.

**#TalkListenLearn Topic Generator:** A new online tool to help parents and children have more open conversations about life online.

**The #TalkListenLearn Guide:** This outlines simple steps that you can take to have regular and open conversations with your child about their life online, and to help them to navigate the challenges and benefit from the opportunities of the digital environment.

**Support Safer Internet Day:** Safer Internet Day is a global event which aims to help create a safer and better internet, especially for children and young people. People from across the world take part in the celebrations, and there are lots of ways for parents to get involved!

**Family Agreement:** The internet is a big part of our lives and creating a family agreement is a great way have positive conversations about using the internet safely and responsibly, and to

set clear expectations. All families are different, but the Webwise Family Agreement is a useful guide to help you focus on what is most relevant for your family and their ages.

**#TalkListenLearn Parents Presentation:** Available to as a scripted Presentation or as a video, this presentation offers practical tips to parents to help them start the conversation with their child.

Appendix 11:

**Student Questionnaire**

What year are you in? \_\_\_\_\_

<p>Q 1. How often have you been bullied at school this term?</p>	<p>I haven't been bullied at school this term..... <input type="checkbox"/></p> <p>It has only happened once or twice..... <input type="checkbox"/></p> <p>2 or 3 times a month... <input type="checkbox"/></p> <p>About once a week..... <input type="checkbox"/></p> <p>Several times a week..... <input type="checkbox"/></p>
<p><b>If you haven't been bullied/cyber bullied do not answer the rest of the questions.</b></p>	
<p>Q 2. If you have been bullied in what way have you been bullied at school this term? (You may tick more than one box).</p>	<p>Called nasty names about your race..... <input type="checkbox"/></p> <p>Called nasty names ..... <input type="checkbox"/></p> <p>Physically hurt ..... <input type="checkbox"/></p> <p>Threatened... <input type="checkbox"/></p> <p>No one would talk to me..... <input type="checkbox"/></p> <p>Rumours spread about me..... <input type="checkbox"/></p> <p>Belongings taken from me ..... <input type="checkbox"/></p> <p>Bullied another way ..... <input type="checkbox"/></p>
<p>Q 3. How often have you been cyber-bullied this term?</p>	<p>I haven't been cyber bullied at school this term.. <input type="checkbox"/></p> <p>It has only happened once or twice..... <input type="checkbox"/></p> <p>2 or 3 times a month... <input type="checkbox"/></p> <p>About once a week..... <input type="checkbox"/></p> <p>Several times a week..... <input type="checkbox"/></p>
<p>Q 4. In what way have you been cyber-bullied this term?</p>	<p>Been sent abusive text messages ..... <input type="checkbox"/></p> <p>Received abusive calls from mobile phones..... <input type="checkbox"/></p> <p>Had an embarrassing picture or video clip taken of you &amp; sent to others via mobile phone... <input type="checkbox"/></p> <p>Had nasty, aggressive or embarrassing things posted about you on the internet ..... <input type="checkbox"/></p> <p>Received a nasty, aggressive or threatening email ..... <input type="checkbox"/></p>
<p>Q 5. If you were bullied this term where did you get bullied? (You may circle more than one option).</p>	<p>In the corridors..... <input type="checkbox"/></p> <p>In the school grounds during break..... <input type="checkbox"/></p> <p>In the classroom..... <input type="checkbox"/></p> <p>In the bathroom/toilets..... <input type="checkbox"/></p> <p>In the gym dressing room ..... <input type="checkbox"/></p> <p>In the GPA ..... <input type="checkbox"/></p> <p>On the way to and from school ..... <input type="checkbox"/></p> <p>Somewhere else in school..... <input type="checkbox"/></p>

Appendix 12:

**St. Joseph's Anti-Bullying Charter.**

**WE ALL SHARE RESPONSIBILITY TO ENSURE THAT  
BULLYING IS NOT TOLERATED.**

**ALL SCHOOL STAFF, THE STUDENT COUNCIL, THE PARENT  
COUNCIL AND THE BOARD OF MANAGEMENT ARE UNITED  
IN THEIR OPPOSITION TO ALL FORMS OF BULLYING.**

**CYBER, VERBAL, PSYCHOLOGICAL OR PHYSICAL  
BULLYING WILL NOT BE TOLERATED.**

**IT IS UNACCEPTABLE TO BULLY IN ST. JOSEPH'S SECONDARY  
SCHOOL.**

**IF YOU ARE BEING BULLIED TELL A PARENT OR A TEACHER**



Appendix 13:



**St Joseph's Secondary School Anti Bullying – Student Undertaking Form**

**St. Joseph's Anti-Bullying Charter.**

**We all share responsibility to ensure that bullying is not tolerated.**

**All school staff, the student council, the parent council and the board of management are united in their opposition to all forms of bullying.**

**Cyber, verbal, psychological or physical bullying will not be tolerated.**

**It is unacceptable to bully in St. Joseph's Secondary School. If you are being bullied tell a parent or a teacher.**

**Write out the Anti Bullying Charter here.**

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**I agree that I will follow the St Joseph's Anti Bullying Charter. I agree that I will not engage in bullying behaviour with any other students going forward. I understand the 3 stages of the school's Anti Bullying Policy explained to me by my Year Head or Deputy Principal.**

**Signature: \_\_\_\_\_**

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

**Year Head/Deputy Principal \_\_\_\_\_**



# St Joseph's Secondary School

## Recording Bullying Behaviour Form

1. Name of pupil being bullied and class group  
 Name \_\_\_\_\_ Class \_\_\_\_\_

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

- (1) \_\_\_\_\_
- (2) \_\_\_\_\_
- (3) \_\_\_\_\_

**Source** of bullying concern/report (tick relevant box(es))\*

Pupil concerned	
Other Pupil	
Parent	
Teacher	
Other	

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

Playground	
Classroom	
Corridor	
Toilets	
School Bus	
Other	

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

- (1) \_\_\_\_\_
- (2) \_\_\_\_\_

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/ AEN	Racist	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, **Deputy Principal** \_\_\_\_\_

Signed: \_\_\_\_\_ Deputy Principal.