



Anti-Bullying Policy 2017

1. Introduction

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 Corban's BNS 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. Key principles of best practice in preventing and tackling bullying behaviour

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) 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;

(b) Effective leadership

(c) A school-wide approach

(d) A shared understanding of what bullying is and its impact

(e) 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, homophobic and transphobic bullying;

(f) Effective supervision and monitoring of pupils

(g) Supports for staff

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

(i) On-going evaluation of the effectiveness of the anti-bullying policy.

3. Definition of Bullying

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

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

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

- deliberate exclusion, malicious gossip and other forms of relational bullying,
- cyber-bullying and
- identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person’s membership of the Traveller community and bullying of those with disabilities or special educational needs.

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

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

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

A list of examples of behaviours deemed to be bullying behaviours are included in Appendix 2. This list is non-exhaustive.

4. The Relevant Teacher

The relevant teacher for investigating, documenting and dealing with bullying incidents is in most circumstances the classroom teacher. However any teacher may act as the relevant teacher if circumstances warrant it. If/When the situation warrants it the Deputy Principal and/or Principal may be involved with the relevant teacher in dealing with bullying events.

5. Education and prevention strategies

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

School-wide approach

- All members of the school community support our school-wide approach to the fostering of respect for all members of the school community following the principles embedded in our Code of Behaviour.
- We seek to promote the value of diversity through good example and in SPHE lessons to address issues of prejudice and stereotyping, and highlight the unacceptability of bullying behaviour.
- We strive to foster and enhance the self-esteem of all our pupils through both curricular and extracurricular activities. Pupils are provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.
- The staff will attend whole staff professional development on bullying provided by the Department of Education and Skills to ensure that all staff develops an awareness of what bul-

lying is, how it impacts on pupils' lives and the need to respond to it-prevention and intervention.

- An annual audit of professional development needs is conducted with a view to assessing staff requirements through internal staff knowledge/expertise and external sources
- We will facilitate professional development with specific focus on the training of the relevant teacher(s) as provided by the Department of Education and Skills
- Each year we hold a "Friendship Week" at the beginning of the school year. Teachers focus on the themes of Friendship and anti-bullying specifically during this week.
- During the year each class undertakes SPHE lessons on the themes of personal safety, bullying and friendship. These lessons are outlined at the end of this policy.
- Our school website and our Parents Information Evening are used to inform and up-date parents about anti-bullying procedures and reviews of Anti-bullying Policy. Awareness of our anti-bullying procedures is highlighted at the staff Start of Year Meeting. Our Traffic wardens keep a notebook to record instances of misbehaviour at arrival and departure times. They inform the Principal of any issues that arise.
- Supervision and monitoring of classrooms, corridors, school grounds, school tours and extra-curricular activities is in place, following the guidelines set out in our Supervision Policy and Swimming Policy. All incidents of misbehaviour are noted in the relevant Yard Incident Book. Non-teaching and ancillary staff are encouraged to be vigilant and report issues to relevant teachers. Supervision will also apply to monitoring pupil use of communication technology within the school ensuring that the school Acceptable Use Policy is followed. Mobile phones for pupils are forbidden in the school as per Mobile Phone and Electronic Devices Policy.
- Pupils are encouraged to cooperate and include everyone in their games and we encourage a culture of peer respect and support. Our fifth and sixth class prefects help to create a positive school experience for all pupils.
- Information on the Anti-Bullying code for the school is included in pupils' Homework Diary and displayed publicly around the school.
- The school's anti-bullying policy is discussed with pupils and all parent(s)/guardian(s) are given a copy of this policy and the Code of Behaviour in the Welcome Pack.
- There will be a lesson in SPHE on identifying and dealing with bullying, covered at beginning of each term.
- We 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.
- As part of SPHE pupils are taught who to tell and how to tell, e.g.:
 - Direct approach to teacher at an appropriate time, for example after class.
 - Hand note up with homework.
 - Make a phone call to the school or to a trusted teacher in the school.
 - Get a parent(s)/guardian(s) or friend to tell on your behalf
 - Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- Parents may contact the school at any time to arrange an appointment to speak with the class teacher at an appropriate agreed time. These protocols are addressed at the Parents Information Meeting for parents of new pupils. The Parents Information Booklet includes information on school procedures and practices. Any concerns may also be addressed at our Parent-Teacher Meetings.
- The Acceptable Use Policy in the school includes the necessary steps to ensure that the access to technology within the school is strictly monitored.

Implementation of curricula

- The full implementation of the SPHE curriculum and the RSE and Stay Safe Programmes.
- Continuous Professional Development for staff in delivering these programmes will be accessed when the DES provides it.

- Our SPHE curriculum involves school-wide delivery of lessons on bullying from evidence based programmes: Stay Safe Programme; The Walk Tall Programme.
- As part of our SPHE programme we have school wide delivery of lessons on Cyber Bullying using the on-line resources from webwise.ie (Be Safe-Be Web wise, Webwise Primary Teachers' Handbook)
- Part of our SPHE Programme is delivered with Garda support. These lessons, delivered by Community Gardai, 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.

Links to other policies

This policy should be read in conjunction with the following policies and plans:

- Code of Behaviour Policy
- Enrolment Policy
- Data Protection Policy
- Equality Policy
- SPHE Plan
- Acceptable Use Policy
- Attendance Policy
- Supervision Policy
- ICT Policy
- Religion Policy
- Mobile Phone and Electronic Devices Policy

6. Procedures for Reporting, Investigating and Dealing with 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:

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. Those involved, however are expected to accept responsibility for their actions. The school will do its best to prevent bullying behaviour by members of our school community. When/If incidents of bullying occur, the school's responsibility is to manage the events so that harmony is restored, all pupils are safe from harm and learning takes place for the pupils involved, if possible. Every effort is made to ensure that all involved (including pupils, parent(s)/guardian(s)) understand this approach from the outset.

Reporting bullying behaviour

- Any pupil or parent(s)/guardian(s) may bring a bullying incident to any teacher in the school.
- All reports, including anonymous reports of bullying, will be investigated and dealt with by the relevant teacher.
- Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs), traffic wardens, caretakers, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher.

Investigating and dealing with incidents:

- The 'Relevant Teacher' investigates all instances of reported or suspected bullying behaviour that impact on our school community, whether these take place within the school or outside it, with a view to establishing the facts and bringing any such behaviour to an end. We recognise that the DES Procedures oblige us to investigate issues outside school but they may prove to be beyond our jurisdiction. We will do all we can to ensure each child is safe.
- The 'Relevant Teacher' does not apportion blame but initially treats bullying behaviour as a "mistake" that can and must be remedied. 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 ensure that it stops. It is the school's intention, to manage the situation so that everyone feels safe again, the bullying behaviour has ceased and that learning takes place for the pupils involved in the bullying.
- Pupils who are alleged to have been involved in bullying incidents or who have witnessed bullying incidents are interviewed by the 'Relevant Teacher' to establish the nature and extent of the behaviour and any background for it.
- The School, through the 'Relevant Teacher' reserves the right to ask any pupil to write an account of what happened, as part of an investigation. This is a standard procedure and does not necessarily imply that a pupil is guilty of misbehaviour. All documentation regarding bullying incidents and their resolution is retained securely in the school.
- In the event that the teacher has determined that a pupil has been involved in bullying behaviour his parents will be contacted by the Relevant Teacher with the intention of resolving the issues involved.
- When an investigation is completed and/or a bullying situation is resolved the 'Relevant Teacher' will complete a report, Appendix 3, to include the findings of the investigation, the strategy adopted and the outcome of the intervention, as well as any other relevant information.

Sanctions:

Where a pupil has been found to be engaged in bullying behaviour any of the following sanctions may be imposed:

- He will be required to stop the bullying activity and his parents will be contacted;
 - He will be required to apologise;
 - He may be required to sign a binding promise to end the bullying activity, ensure it is not repeated and to treat all members of the school community fairly and respectfully;
 - He may be required to sign a binding promise, this time countersigned by a parent/guardian;
 - Parent(s)/guardian(s) will be contacted by the 'Relevant Teacher' and informed of the nature and extent of the bullying behaviour with a view to agreeing a strategy to end the bullying and address the issues involved;
 - Parents may be invited to a meeting with the relevant teacher
 - Parent(s)/guardian(s) may be invited to a meeting with the 'Relevant Teacher' and/or the Board of Discipline/ Principal.
 - Parent(s)/guardian(s) may be invited to a meeting with the 'Relevant Teacher' and the Principal and the pupil may be suspended from school.
 - The case may be referred to the Board of Management and the pupil may be expelled from the school.
- In investigating and dealing with bullying, the (relevant) teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved;

- 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;
- Teachers take a calm, objective, problem-solving approach.
- Where possible incidents are investigated outside the classroom situation to ensure the privacy of all involved. The Principal/Deputy Principal/ Special Education Teacher may assist by providing supervision;
- All interviews are 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;
- When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why. This is 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 is usually interviewed individually at first. Thereafter, all those involved may be met as a group. At the group meeting, each member is asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements;
- Each member of a group is supported through the possible pressures that may face them from the other members of the group after the interview by the teacher;
- **In cases where it has been determined by the relevant teacher that bullying behaviour has occurred**, the parent(s)/guardian(s) of the parties involved are contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy). The school may 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;
- The relevant teacher must complete the Bullying Reporting form, Appendix 3;
- Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it is made clear to him how he is in breach of the school's anti-bullying policy and efforts are 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 or her parent(s)/guardian(s) and the school;

Follow up and recording

- In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of his/her professional judgement, take the following factors into account:
 - Whether the bullying behaviour has ceased;
 - Whether any issues between the parties have been resolved as far as is practicable;
 - Whether the relationships between the parties have been restored as far as is practicable;
 - 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.
- Parents are advised to contact the relevant teacher within a month of the issue being resolved to confirm that the bullying has ceased and that the issue fully addressed.
- 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) must 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 must advise the parent(s)/guardian(s) of their right to make a complaint to the Ombudsman for Children.

Recording of bullying behaviour

It is imperative that all recording of bullying incidents must be done in an objective and factual manner. The school's procedures for noting and reporting bullying behaviour are as follows:

Informal- pre-determination that bullying has occurred

- All staff must keep a written record of any incidents witnessed by them or notified to them. Incidents in the yard are recorded in the Yard Incident Book. Incidents in the classroom are recorded on the Pupil Behaviour Record Sheet. When investigating an incident the Relevant Teacher fills out the Incident Investigation Form, Appendix 9, and gathers other documentation needed. All incidents must be reported to the relevant teacher.
- 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 on the Incident Investigation Form.
- If the issue is determined not to be bullying and is resolved a copy of the Incident Investigation Form will be filed in the Pupil Classroom File of each pupil involved in the incident in the class filing cabinet.
- The relevant teacher must inform the Principal of all incidents being investigated.

Formal Stage 1-determination that bullying has occurred

- If it is established by the relevant teacher that bullying has occurred, the relevant teacher must keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.
- The documentation/records relating to a bullying incident addressed by the relevant teacher should be stored/ filed in the classroom filing cabinet in the Bullying Incidents File and passed on to the next teacher. A Bullying Issue Notification Card on red paper to say "see Bullying Incidents File" with the date noted will be placed on the file of the pupils involved in the incident.
- A copy may be kept in the filing cabinet in the Principal's Office.

Formal Stage 2-Appendix 3 (From DES Procedures)

The relevant teacher must use the recording template at **Appendix 3** to record the bullying behaviour in the following circumstances:

- a) in cases where he/she considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour occurred; and
- b) in certain circumstances bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable. These include circumstances where physical aggression or physical violence has been used or there is a threat to the health and safety of a pupil or staff member.

When the recording template is used, it must be retained by the relevant teacher in question in the Bullying Incidents File in the classroom filing cabinet and a copy maintained by the Principal in the Principal's Bullying Incidents File. These records are stored in the classroom filing cabinet in the Bullying Incidents File and in the Principal's Office. The class teacher of each pupil, the Principal/ Deputy Principal and the relevant teacher in any investigation may access these records. The records are transferred to the Pupil's Main File in sixth class. These Main Files are stored in the school File Room until the pupil has reached the age of twenty one years. Some files are stored in perpetuity.

Established intervention strategies

- Teacher interviews with all pupils
- Written accounts from those involved or witnesses

- 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
- Dealing with issues as shared concerns
- No Blame Approach but each individual taking responsibility for his behaviour
- Circle Time
- Restorative interviews
- Restorative conferencing
- Peer mediation where suitable training has been given

7. Working with pupils affected by bullying

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

- All in-school supports and opportunities will be provided for the pupils affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience e.g.
 - Pastoral care system
 - Our positive, supportive school atmosphere
 - Social, Personal and Health Education Curriculum
 - Group work such as circle time
 - Special Education Team
(for pupils with diagnosed Social, Emotional, Behavioural difficulties)
- If pupils require counselling or further supports the school will endeavour to liaise with the appropriate agencies to organise same. (CAMHS, NEPS, HSE) This may be for the pupil affected by bullying or the pupil responsible for the bullying behaviour.

Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.

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. See Supervision Policy, Health and Safety Policy, Acceptable Use Policy, ICT Policy.

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. Ratification

This policy was originally adopted and ratified by the Board of Management on the 7th October 2014. It is reviewed and re-ratified each year.

11. Communication

This policy has been made available to school personnel, published on the school website, is otherwise readily accessible to parents on request and is provided to the Parents' Association. A copy of this policy will be made available to the Department and the patron if requested.

12. Annual Review

This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to

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

13. Success Criteria

Success in implementing this policy is dependent upon the engagement, cooperation and goodwill of all the school community. We will know the policy is succeeding if the incidents of bullying are kept to a minimum and incidents that do occur are addressed promptly and fairly in as far as is practicable given the resources available to the school

Signed: _____
(Chairperson of Board of Management)

Signed: _____
(Principal)

Date: _____

Date: _____

Date of next review: _____

Appendix 1

Key elements of a positive school culture and climate

- 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 promotes 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.

Appendix 2

Examples of bullying behaviours

<p>General behaviours which apply to all types of bullying</p>	<ul style="list-style-type: none"> • 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.
<p>Cyber</p>	<ul style="list-style-type: none"> • Denigration: Spreading rumors, 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
<p>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).</p>	
<p>Homophobic and Transgender</p>	<ul style="list-style-type: none"> • Spreading rumours about a person’s sexual orientation • Taunting a person of a different sexual orientation • Name calling e.g. Gay, queer, lesbian...used in a derogatory manner • Physical intimidation or attacks • Threats

Race, nationality, ethnic background and membership of the Traveller community	<ul style="list-style-type: none"> • 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
Relational	<p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"> • Malicious gossip • 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 or terminology such as 'nerd' in a derogatory way
Sexual	<ul style="list-style-type: none"> • Unwelcome or inappropriate sexual comments or touching • Harassment
Special Educational Needs, Disability	<ul style="list-style-type: none"> • 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 • 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 3

Recording Bullying Behaviour



Nás Na Ríogh

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

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

(tick relevant box(es))

4. Location of incidents

Playground	<input type="checkbox"/>
Classroom	<input type="checkbox"/>
Corridor	<input type="checkbox"/>
Toilets	<input type="checkbox"/>
Other (specify)	<input type="checkbox"/>

(tick relevant box(es))

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

9. Details of actions taken

Signed: _____ (Relevant teacher)

Date: _____

Date submitted to Principal/Deputy Principal: _____

Signed: _____ (Principal/ Deputy Principal)

Appendix 4: Checklist for annual review of the Anti-bullying Policy and its implementation.

Year: _____

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.	
Is the Board satisfied that school staff are sufficiently familiar with 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 Principle (by the bullying recording template) been analysed to identify any issues, trends or patterns in bullying behaviour?	
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	
Has the Board put in place an action plan to address any areas for improvement?	

Signed _____ Date _____
 Chairperson, Board of Management

Signed _____ Date _____
 Principal

Appendix 5

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

To: _____

The Board of Management of _____ wishes to inform you that:

- The Board of Management's annual review of the school's anti-bullying policy and its implementation was completed at the Board meeting of _____ (date).
- This review was conducted in accordance with the checklist set out in Appendix 4 of the Department's *Anti-bullying Procedures for Primary and Post Primary Schools*.

Signed: _____ Date: _____

Chairperson, Board of Management

Signed: _____ Date: _____

Principal

Appendix 6

Details of Anti-bullying elements in the various programmes used in the school

Junior Infants

RSE

We are friends 33

Walk Tall

My important people 42

Little Miss Angry 129

Caring and Sharing 132

Senior Infants

RSE

These are my Friends 107

Walk Tall

My Special People 77

Our Class 79

Helping Hand Tree 83

First Class

Stay Safe

Stay Safe (7-23)

Bullying 11

Walk Tall

I belong with my class 117

I belong 125

The rules of the classroom 66

RSE

My Friends 23

Second Class

Stay Safe (7-23)

Walk Tall

The influence of friends 35

Bullying 48

I'm learning to co-operate 99

I'm learning to trust 95

I'm learning to cooperate 99

RSE

Being Friends 113

Third Class

Stay Safe

Feeling safe and unsafe 7

Bullying 11

Walk Tall

Listening 34

Who influences me? 123

RSE

Sometimes friends fight 27

Fourth Class

Stay Safe

Feeling safe and unsafe 7

Bullying 11

RSE

Bullying behaviour 127

Reasons for rules 147

Myself and others 117

Problem solving 207

Walk Tall

Taking time to listen 34

Listening for feelings 38

Viewpoints 63

People shrink from put downs 77

Groups I belong to 111

Conflicts 134

Fifth Class

Stay Safe

Feeling safe and unsafe 6

Bullying 9

Walk Tall

Says who? 69

Part of the gang 75

Someone I admire 80

I can choose 101

RSE

Different kinds of friends 37

Sixth Class

Stay Safe

Feeling safe and unsafe 6

Bullying 9

Walk Tall

Group building 31

Getting to know each other 34

Handling criticism 47

RSE

Me and my aspirations 131

Appendix 7

Cyber Bullying

Cyberbullying is offensive or harassing behaviour carried out on a mobile phone/Social Networking site/Chat room/Instant Messaging/Websites. It is different from the traditional understanding of Bullying in that it can be anonymous, a child could bully an adult and the Victim cannot get away from the Bully. However cyber bullying leaves a major digital footprint – the bully is constantly leaving a trace. No one person/organisation can stamp out cyber bullying. It requires Parents, Pupils, teacher and School to work together. Parents need to be aware of the dangers of allowing unsupervised access to the Internet and need to report cases of cyber bullying to the Police. If bullying texts/messages are reported to the using company they will suspend and close accounts as they all have conditions in their rules regarding bullying. The Garda can establish phone traces and contact websites directly.

Teachers need to be vigilant and train students in netiquette.

Netiquette

1. Treat a password like your tooth brush (do not share it)
2. Never add strangers (everyone is NOT a “friend”)
3. Block/Unfriend/Report – if someone is horrible to you stop talking to them
4. NEVER RESPOND – (Do not feed a troll it will come back) They feed off reaction.
5. Never delete evidence. Save, screen shot save and print material for proof.
6. Take date and time
7. Don't pass on bullying messages
8. Flag and report to Website

Teachers can also use “Webwise – Primary Teachers Handbook 2011” to further highlight Internet safety.

Appendix 8

What parents can do to help?

If your child is bullied

1. It is important to be realistic; it will not be possible for a single child to assert his rights if attacked by a gang. Children should be advised to get away and tell in situations such as this. Tell them that you would have done the same in such a situation.
2. Teaching your child to say "no" in a good assertive tone of voice and to carry herself in a confident way will help your child to deal with many situations. A child's self-image and body language may send out messages to potential bullies.
3. Children should be encouraged to talk about bullying and given an opportunity to express their concerns.
4. Children should be encouraged to tell class teacher.
5. Approach your child's teacher if the bullying is school related. It is important for you to understand that bullying in school can be difficult for teachers to detect because of the large numbers of children involved.
6. Teachers will appreciate bullying being brought to light. School bullying requires that parents and teachers work together for a resolution.
7. Children should be encouraged to be non-violent in resolving conflicts.
8. Keep an account of incidents to help you assess how serious the problem is. Many children, with a little help overcome this problem very quickly.

What if your child is a bully?

Give your child an opportunity to talk about anything that could be upsetting him. Don't punish bullying by being a bully yourself. Hitting and verbal attack will make the situation worse. Talk to your child and try to find out if there is a problem. Explain how the victim felt. Try to get the child to understand the victim's point of view. This would need to be done over time.

Bullies often suffer from poor self-esteem. Use every opportunity you can to praise good, considerate, helpful behaviour. Don't only look for negatives. Talk to the child's teacher and try to find out more about the child's school behaviour. Enlist the teacher's help in dealing with this. It is important that you both take the same approach.

Follow-up Conference (1)

Conducted by _____ Date _____

Present

Discussion/Comments

Actions agreed

Outcomes

Follow-up Conference (2)

Conducted by _____ Date _____

Present

Discussion/Comments Actions agreed

Outcomes

Overall Outcome

Name and designation of teacher completing this form

Signed: _____ Date: _____