****

**Anti-Bullying**

 **Policy**

**Roll No: 19404F**

**Principal: Rory Gibbons**

**Deputy Principal: Margaret Sheahan**

**Chairperson: Margaret Twomey**

**Anti-Bullying Policy**

**School Community Position on Bullying**

In this document, any reference(s) to parents(s) can be taken to refer also to guardian(s) where applicable.

The Scoil Mhuire Ballyhooly school community including parents, pupils and staff believes that each pupil has a right to an education free from fear and intimidation.

The school regards bullying as a serious infringement of individual rights and a serious threat to the self-esteem and self-confidence of targeted pupil(s). Therefore it does not tolerate bullying of any kind.

Every report of bullying is treated seriously and dealt with, having due regard for the well being of the targeted pupil(s) and the perpetrator(s).

The immediate priority, should a bullying incident occur, is ending the bullying, (*thereby protecting the person(s) being targeted*) and resolving the issues and restoring the relationships involved insofar as is practicable using a “Reform, not Blame” approach.

Parents and pupils have a particularly important role and responsibility in helping the school to prevent and address school based bullying behaviour and to deal with any negative impact within school of bullying behaviour that occurs elsewhere.

All parents are expected to contribute to the creation and maintenance of a safe environment in the school. In this regard parents are expected to monitor their child / children’s on line activity/ mobile phone/ electronic devices.

Each parent is aware that there may be risks and dangers associated to their child using forms of social media and that ongoing parental supervision is imperative.

That each parent acknowledges that the school has save guards in place with regard to pupil internet/website access in school and that use outside school falls under parental responsibility.

Equally all pupils are expected to contribute to the creation and maintenance of a safe environment in the school. On becoming aware of any bullying situation, in or outside the school, involving members of the school community they should notify a trusted responsible adult. Bullying behaviour is too serious not to report.

Pupils’ participation in school life in general is encouraged through existing school structures. Awareness of bullying, and willingness to take action to prevent or stop it, is part of this participation

**Aim**

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 Scoil Mhuire Ballyhooly 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; involves collaboration among and between staff and pupils; promotes respectful relationships across the school community (including school management, teachers, parents, pupils, volunteers, etc.).

Appendix 1 : Practical tips for building a positive school culture and climate.

* Effective leadership from all in leadership roles including parents and pupils
* A school-wide approach includes roles for Board, principal, staff, parents and pupils
* 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, homophobic and transphobic bullying;
* Supervision and monitoring of pupils;
* Supports for staff so they know about bullying and can deal with it
* 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.
* Where bullying involves physical violence, it is school policy to look upon such events as common assault and any serious incident may be passed on to the Gardai. This includes reported incidents involving pupils of the school which take place outside the school, on the way to school, or on the way home from school.
* Classroom rules, playground rules, etc. are all designed to minimise times and places where bullying might take place (Code of Behaviour).

**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”.**

Bullying involves a desire to hurt through the use of a hurtful action . It is usually directed at someone who is lesser in power or strength ( power imbalance) and(typically) involves repetition and an unjust use of power . It usually involves an evident enjoyment or feeling of power by the aggressor and a sense of being oppressed or uncomfortable on the part of the victim.

**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 (internet, texts, etc)
* 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.
* Physical
* Emotional
* Psychological

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.

It is school policy to protect the names of pupils who complain or report bullying, insofar as it is practicable.

Additional information on different types of bullying is set out in Section 2 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools.*

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| The list of examples below is non exhaustive.  |

**Examples of bullying behaviours**

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| **General behaviours which apply to all types of bullying** | * Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc.
* Physical aggression / pushing, shoving, punching, kicking, poking, tripping / physical assault / pupils engaging in ‘mess fights’
* Damage to property to include personal property
* Name calling e.g. reference to physical appearance, voice characteristics, academic ability,
* Teasing
* The production, display or circulation of written words, pictures or other materials aimed at intimidating another person
* Offensive graffiti
* Extortion / threatening behaviour
* Intimidation / voice as a weapon / aggressive body language / facial expression which conveys aggression or dislike
* Insulting or offensive gestures / language
* The “look”
* Invasion of personal space
* A combination of any of the types listed.
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| **Cyber** | * **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
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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). |
| **Homophobic and Transgender** | * 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
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| **Race, nationality, ethnic background and membership of the Traveller community** | * Discrimination, prejudice, comments or insults about colour,

 nationality, culture, social class, religious beliefs, ethnic or traveller  background* Exclusion on the basis of any of the above
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| **Relational** | This involves manipulating relationships as a means of bullying. One of the most common forms includes control “Do this or I won’t be your friend anymore”. Behaviours include:* Malicious gossip
* The silent treatment
* Isolation & exclusion
* Ignoring
* Excluding from the group
* Taking someone’s friends away
* Whispering / writing insults
* 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
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| **Sexual** | * Unwelcome or inappropriate sexual comments or touching
* Harassment
* Linked to the Child Protection Policy
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| **Special Educational Needs,****Disability** | * 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
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4. The relevant teacher(s) for investigating and dealing with bullying are the class teachers or any teacher may act as a relevant teacher if circumstances warrant it. If it is not the class teacher parents will be informed who the relevant teacher is.

**5. The following education and prevention strategies at the appropriate and relevant level for each class, will be used by the school are as follows :**

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| **In conjunction with this anti-bullying initiative The Department of Education & Skills propose to facilitate workshops re intervention and prevention strategies in 2014 / 2015.** * A school-wide approach to the fostering of respect for all members of the school community.
* School wide awareness raising and training on all aspects of bullying, to include pupils, parent(s)/guardian(s) and the wider school community e.g. visiting personnel to also include the community Guard
* An annual audit of professional development needs with a view to assessing staff requirements through internal staff knowledge/expertise and external sources
* Whole staff professional development on bullying to ensure that all staff develops an awareness of what bullying is, how it impacts on pupils’ lives and the need to respond to it-prevention and intervention.
* The school continually emphasises to all pupils that they are all responsible if anyone is being bullied - there are no innocent bystanders. The silent majority must always offer support to the victims of bullying. **The following discussion scenario is regularly put to class groups*:*** *“If 2 pupils are being bullied in a class group, and three pupils in the group are bullying, that is a total of 5 pupils being affected by bullying. There are 30 pupils in the class. What are the other 25 of you doing? “Looking on? To merely ‘look on’ is to encourage the bullies.“*
* It is recognised that an Anti-Bullying Policy can only work with the active cooperation of

 staff, parents, and pupils.* The introduction of an Anti-Bullying Contract will be issued to any pupil who is involved in bullying. In this contract the pupil and parent testifies that they understand the damage that can be caused by bullying and each pupil promises not to indulge in such hurtful behaviour . This contract will be kept for reference on the pupil’s file.
* As far as is possible, Anti bullying workshops will be conducted with the whole school

 community at least every second year (eg. Barnardos). • Anti Bullying worksheets may be taken from these programmes. (Prim-Ed Anti  Bullying Programme ; Stay Safe Programme; Conflict Resolution Programme) . Use will also  be made of resources on www.webwise.ie and www.antibullyingcampaign.ie/ and other  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.* It is recognised that both bullying victims and bullying perpetrators require education and help . This help will be provided whenever the school encounters victims or perpetrators.
	+ Provide pupils with opportunities to develop a positive sense of self-worth.
* The promotion of Lunchtime Pals may help to support pupils and encourage a culture of peer respect and support.
* The school’s anti-bullying policy is discussed with pupils and all parent(s)/guardian(s)s are given a copy as part of the Code of Behaviour of the school (every year).
* The implementation of regular (e.g. per month) whole school awareness measures e.g. a dedicated notice board/area in the classrooms on the promotion of friendship, and bullying prevention; annual Friendship Week (Friendship Café) and parent(s)/guardian(s) seminars; annual or termly student surveys; this list is not exhaustive
* 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.
* Ensuring that pupils know 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.
* Niggle box
* Get a parent(s)/guardian(s) or friend to tell on your behalf.
* Administer a confidential questionnaire once a term to all pupils.
* Ensure bystanders understand the importance of telling if they witness or know

 that bullying is taking place.* The following are the protocols to encourage parent(s)/guardian(s) to approach the school if they suspect that their child is being bullied.
* Step 1 : Parents will contact the office and request an appointment with the relevant teacher.
* Step 2. As all teachers are in class the relevant teacher will contact the parents re a suitable appointment time for all parties.
* Step 3 : Meeting is arranged and parents are given the opportunity to present their allegation / concern.
* Step 4 : The school’s procedure for investigation, follow-up and recording of bullying behaviour will be implemented as per policy outline.
* The development of an Acceptable Use Policy in the school to include the necessary steps to ensure that the access to technology within the school is strictly monitored.
* The listing of supports currently being used in the school and the identification of other supports available to the school when required e.g. Zippy’s Friends, Stay Safe Programme, Walk Tall programme , SPHE Programme, Anti- Bullying Campaign, Prim- Ed Bullying in a Cyber World Pack ,Anti- Bullying website to be set up by DES in conjunction with this initiative .
* There are a number of curriculum components and programmes which are particularly

 relevant to the prevention of bullying and the promotion of respect for diversity and  inclusiveness. The SPHE curriculum makes specific provision for exploring bullying as well as  the inter-related areas of belonging and integrating, communication, conflict, friendship,  personal safety and relationships. The Stay Safe & RSE programmes at primary level are  personal safety skills programmes which seek to enhance children’s self-protection skills  including their ability to recognise and cope with bullying. Various other social, health and  media education programmes can further help to address the problem of bullying  behaviour.* 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.
* The School will adopt Reformative Practices(Search & Replace) through which it is always

expected that perpetrators of aggression or bullying apologise to their victims through a process of recognising the harm they have done and taking responsibility for their own poor choices. In some cases , this process may involve parents/guardians.* At all times it is important to deal respectively with the situation .It is important to remember the essence of the Anti- Bullying Policy is Reform the behaviour and Restore relations . A Reformative Approach shifts the emphasis from managing and responding to disruptive , challenging behaviour to the building and maintaining and restoring relationships. It encourages the wrong doer to accept responsibility and to put things right.
* The Reformative Mindset : What’s happened ? Who’s been affected or harmed ? How can

those involved be given the opportunity to repair the harm and put things right**?*** The school will implement when required the advicein “Sexual Orientation advice for schools” (See Appendix 2).

 **Links to other policies*** List school policies, practices and activities that are particularly relevant to bullying, e.g. Code of Behaviour, Child Protection Policy, Acceptable Use policy, Attendance, Complaints Policy, etc. Refer to these policies on line.
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 **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**

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| **Procedures for Investigating and Dealing with Bullying****The primary aim in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame);**Every effort will be made to ensure that all involved (including pupils, parent(s)/guardian(s)) understand this approach from the outset. With this in mind the schools procedures are as follows :* 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. Inexperienced teachers are encouraged to consult with senior members of staff and with the principal in any cases that seem problematic.
* All reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher(s). 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. Our mantra is ‘Tell, Tell,Tell’ . Pupils are always encouraged never to keep a ‘bad secret’.
* Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs), caretakers, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher;
* 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;
* It is very important that all involved (including each set of pupils and parents) understand the above approach from the outset.
* Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents
* During this investigation work is provided for class, door is open between classes where supervision may not be available from another teacher / staff member.
* Decide who to interview: witnesses may include pupils, teachers, staff; alleged bully or bullies; bystanders;
* Each member is interviewed individually at first. Relevant teacher will seek answers to the questions, what, where, when, who, and why. This should be done in a calm, unemotional problem-solving approach.
* Interview will take place with a witness i.e. a third adult party. Third party is not an interviewer simply present in accordance with Childcare and Protection Regulations.
* Where a group is involved in the bullying behaviour each member will be interviewed individually at first and thereafter met as a group. At the group meeting each member will be asked for his / her account of what happened to ensure that everyone in the group is clearly about each other’s statements.
* Each member of a group should be supported through the possible pressures that they may face them from the other members of the group after interview by the teacher
* Where the relevant teacher(s) has/have determined that a pupil has been engaged in bullying behaviour, it should be made clear to him/her how he/she is in breach of the school’s anti-bullying policy and efforts should be made to try to get him/her to see the situation from the perspective of the pupil being bullied . See references to ‘Reformative Practices’ above.
* It may also be appropriate and helpful to ask those involved to write down their account of the incident (s).
* In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parents of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken.
* Parents and pupils are required to cooperate with any investigation and assist the school in resolving any issues and restoring, as far as practical, the relationships of the parties involved as quickly as possible.
* In the event that it is found that a pupil has been involved in bullying behaviour they are asked to sign a binding promise that they will treat all pupils fairly, equally and respectfully including the targeted pupil(s).
* If a pupil has signed such a promise but then chooses to break that promise and continue the bullying behaviour, this can then no longer be considered a ‘mistake’. In this event parents / guardians will be informed and requested to countersign their daughter / sons promise. Breach of this additional promise by further bullying behaviour is regarded as a very serious and grave matter and a serious sanction may be imposed by the school authorities. (See sanctions below).
* When an investigation is completed and / or a bullying situation is restored the ‘Relevant Teacher’ will complete a report, to include the findings of the investigation, the strategy adopted and the outcome of the intervention, as well as any other relevant information.
* All documentation regarding bullying incidents and their resolution is retained securely in the school.
* Sanctions :

Where a pupil has been found to be engaged in bullying behaviour, has formally promised to stop and has broken that promise, any of the following sanctions maybe imposed.* She/he may be required to sign another promise**, this time countersigned by a parent / guardian.**
* Parent(s) / guardian(s) may be contacted by the ‘Relevant Teacher’ and informed of the nature and extent of the bullying behaviour with a view to agreeing a strategy whereby a promise to end the bullying behaviour would be honoured.
* Parent(s) / guardian(s) may be invited to a meeting with the ‘Relevant Teacher’ 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.
* Children who engage in continuous bullying, may, with the sanction of the Board of

 Management, have their time-table modified so that they begin school later than other  pupils, do not have play time in the school playground and may be sent home either earlier or later than the rest of the pupils.* In extreme cases, the school may seek to have a persistent bully expelled from the

 school. See sanctions section of Code of Behaviour Policy * In cases where the relevant teacher considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he / she has determined that bullying behaviour has occurred it must be recorded by the relevant teacher in the recording template at Appendix 2.

**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)s or the  school Principal or Deputy Principal* Follow-up meetings with the relevant parties involved should be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable.
* Where a parent(s)/guardian(s) is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent(s)/guardian(s) must be referred, as appropriate, to the school’s complaints procedures only if procedures were not followed.
* 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:**Pre-determination that bullying has occurred*** + - 1. All staff will note behaviours in behaviour file which could be of future relevance.
			2. All incidents must be reported to the relevant teacher.
			3. The relevant teacher must report to 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. See Appendix 3.
* The school will store all records in the office.

**Formal Stage 2-Appendix 2 (From DES Procedures)**The relevant teacher must use the recording template at Appendix 2 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) where the school has decided as part of its anti-bullying policy that in certain circumstances bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable. When the recording template is used, it must be retained by the relevant teacher in question and a copy maintained by the principal. Due consideration needs to be given to where these records are kept, who has access to them, and how long they will be retained. **Established intervention strategies*** Teacher interviews with all pupils
* Negotiating agreements between pupils and following these up by monitoring progress. This can be on an informal basis or implemented through a more structured mediation process
* Working with parent(s)/guardian(s)s to support school interventions
* ‘Promise’ Approach
* Circle Time
* Reformative interviews / conferencing
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 **7.**

The school’s programme of support for working with pupils affected by bullying involves a whole school approach. Given the complexity of bullying behaviour, no one intervention / support programme works in all situations. Therefore various approaches and intervention strategies may be used including suggesting that parents seek referrals so that appropriate outside agencies in order to receive further support for the pupils and their families if needed.

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.

**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 25/04/2022.

**11.**

This policy has been made available to school personnel, Board of Management members, and to the Parents’ Association for discussion.

**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 (where one exists). A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 (Chairperson of Board of Management) (Principal)

Date: 25/04/2022 Date of next review: April 2023

**References :**

Anti Bullying Procedures for Primary and Post Primary Schools

[www.antibullyingcampaign.ie](http://www.antibullyingcampaign.ie) - free classroom resources – exercise sheets and videos for class use

School Programmes – Stay Safe / Walk Tall / RSE / Making the Links

**Appendix 1: 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.



* Model respectful behaviour to all members of the school community at all times.
* Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.
* Display key respect messages in classrooms, in assembly areas and around the school. Involve pupils in the development of these messages.
* Catch them being good - notice and acknowledge desired respectful behaviour by providing positive attention.
* 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.
* Give constructive feedback to pupils when respectful behaviour and respectful language are absent.
* Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.
* Explicitly teach pupils about the appropriate use of social media.
* Positively encourage pupils to comply with the school rules on mobile phone and internet use.
* Follow up and follow through with pupils who ignore the rules.
* Actively involve parents and/or the Parents’ Association in awareness raising campaigns around social media.
* Actively promote the right of every member of the school community to be safe and secure in school.
* Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas.
* All staff can actively watch out for signs of bullying behaviour.
* Ensure there is adequate playground/school yard/outdoor supervision.
* School staff can get pupils to help them to identify bullying “hot spots” and “hot times” for bullying in the school.
* Hot spots tend to be in the playground/school yard/outdoor areas, changing rooms, and other areas of unstructured supervision.
* 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.

#  Appendix 2 : Template for recording behaviour in the school.

|  |  |
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| **Name:** | **Class :** |
| **Relevant Teacher :** | **Date :** |
| **How it came to our attention :** |
| **Details provided :** |
| **Findings of Investigation :** |
| **Strategy :** |
| **Outcome :**  |

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

Date submitted to Principal/Deputy Principal : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Appendix 3 Template for recording bullying behaviour (as per Circular September 2013)

**1. Name of pupil being bullied and class group**

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Class\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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| **3. Source** of bullying concern/report (tick relevant box(es))\* |  |  | **4. Location** of incidents (tick relevant box(es))\* |  |
| Pupil concerned |   |  | Playground  |   |
| Other Pupil |   |  | Classroom |   |
| Parent |   |  | Corridor |   |
| Teacher  |   |  | Toilets |   |
| Other |   |  | School Bus |   |
|  |  |  | Other |   |

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

|  |
| --- |
|  |

**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/SEN related | Racist | Membership of Traveller community  | Other (specify) |
|  |  |  |  |  |

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

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| --- |
|  |

1. **Details of actions taken**

|  |
| --- |
|  |

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

Date submitted to Principal/Deputy Principal \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

