Anti-bullying policy of St. Mary's National School

All sections of this template must be completed

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 St. Mary's National 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-
     o is welcoming of difference and diversity and is based on inclusivity;
     o encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
     o promotes respectful relationships across the school community;
   - Effective leadership;
   - A school-wide approach;
   - A shared understanding of what bullying is and its impact;
   - Implementation of education and prevention strategies (including awareness raising measures) that-
     o build empathy, respect and resilience in pupils; and
     o explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.
   - Effective supervision and monitoring of pupils;
   - Supports for staff;
   - Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
   - On-going evaluation of the effectiveness of the anti-bullying policy.

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

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.

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

---

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

   - the relevant teacher (s) is always the mainstream class teacher in line with Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

   - they are as follows:

   Infant teacher;

   1st & 2nd class teacher;

   3rd & 4th class teacher;

   5th &6th class teacher.

5. The education and prevention strategies (including strategies specifically aimed at cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying) that will be used by the school are as follow s (see Section 6.5 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

Annual/ Termly/ Monthly/ Weekly activities which encourage friendship, respect and promotion of Anti-Bullying are as follows:
● Friendship Week (Annual)
● Anti-bullying Week (Annual)
● Wellbeing Week (Annual)
● Restorative Practice (Ongoing)
● Kindness Week (Annual)
● Reading Buddies (Termly)
● Aistear (Daily)
● Class contracts (Annual)
● Halloween party (Annual)
● First Holy Communion Party (Annual)
● Graduation Ceremony (Annual)
● Code of Good Behaviour details the approaches taken by the school to foster respect, kindness and appropriate behaviours. (Ongoing)
● Golden Time (Ongoing)
● Mindfulness (Ongoing)
● Green Flag (Ongoing)
● Green School Committee (Monthly)
● School Garden (Ongoing)
● Football training (Weekly)
● Hurling and Camogie training (weekly, alternating with football)
● Sports Day (Annual)
● Active Schools Flag (Ongoing)
● Active Schools Committee (Ongoing)
● Noticeboards (Ongoing)
● Poster display of the Key Elements of a positive school culture and climate (Ongoing)
● Dignity of Work Policy (Ongoing)
● Wellbeing Guidelines for Schools (Ongoing)
● Religious Education (Daily)
● Social, Personal and Health Education (SPHE) Curriculum (Annual)
● Stay Safe(Annual)
● Walk Tall(Annual)
● Webwise(Annual) – the school internet is password protected and filtered by the National Centre for Technology in Education (NCTE)
● Relationships and Sexual Education (RSE) Programme (Annual)
● Fun Friends (Biennial)
● Friends for Life (Biennial)
● Parent workshops and information seminars provided by the National Parents Council (Termly)
● Continuous Professional Development for staff (Ongoing)

- The Principal attended Anti-Bullying Procedures workshop on 7th November 2014 in Athlone Education Centre
- Whole staff training and workshop on Anti-Bullying Procedures, provided by the PDST on 14th September 2016. Current staff members present were Valerie Daly and Eithne Gannon.
- INTO publication- Respect: Creating a Welcoming and Positive School Climate to Prevent Homophobic and Transphobic Bullying
- Staff social events (Termly)
- The school ensures the following takes place:
- A consistent, school-wide approach to the fostering of respect for all members of the school community. This is evident throughout the school campus and is reflected in the everyday interactions among the school community.
- The promotion of the value of diversity to address issues of prejudice and stereotyping, and highlight the unacceptability of bullying behaviour.
- The fostering and enhancing of the self-esteem of all our pupils through both curricular and extra-curricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.
- School-wide awareness raising and access to training on various aspects of bullying. This may include staff, pupils, parents/guardians, Parents' Association, Board of Management and the wider school community. A wide variety of agencies may be accessed to provide support and information in this area e.g. National Parents Council, An Garda Síochána, Local Education Centres, etc.
- Close supervision and monitoring of classrooms, corridors, school grounds, school tours and extra-curricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers. Supervision will also apply to monitoring student use of communication technology within the school.
- The school's Anti-Bullying policy, in conjunction with The Code of Good Behaviour, is discussed with pupils and all parent(s)/guardian(s) upon enrolment and with parent(s)/guardian(s) at the meeting at the New Parents Meeting in June. Copies of each are available to all parents and guardians at the school office.
- Encourage a culture of telling, with particular emphasis on the importance of bystanders. In that way pupils will gain confidence in 'reporting'. An awareness will be taught to the children about the difference between "telling tales" and "reporting". This will be taught at a whole school/ class and   individual level. This confidence factor is of vital importance. It should be made clear to all pupils that when they report incidents of bullying or unsafe behaviour they are not considered to be telling tales but are behaving responsibly and keeping themselves, and others, safe.
- The development of an Acceptable Use Policy in the school, to include the necessary steps to ensure that access to technology within the school is strictly monitored, as is the pupils' use of mobile phones.
- 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.
  -Get a parent/guardian or friend to tell on your behalf.
- Ensure bystanders understand the importance of reporting if they witness or know that bullying is taking place.   Suggested novels to be used with classes:
- "Who is afraid of the Big Bag Bunny" (Junior Classes)
- "Jake Drake, Bully Buster" (Middle Classes)
- "Bridge to Terabithia" Novel/DVD and "First Look at Bullying: Stop Picking on M" (Senior Classes)

- Clear protocols are in place, which encourage parent(s)/guardian(s) to approach the school if they suspect that their child is being bullied. In consultation with parents, staff and management, all parents and guardians are advised to follow this line of communication: class teacher-principal- BOM. This will be outlined at our New Parents' Meeting in June. The Complaints Policy is available online at www.stmarysnscloghan.ie and from the office, upon request.

- **Curricular Programmes:**
- Social, Personal and Health Education (SPHE) Curriculum
- Stay Safe
- Walk Tall
- Webwise
- Relationships and Sexual Education (RSE) Programme
- Grow in Love programme
- Circle Time by Jenny Mosley
- Fun Friends
- Friends for Life
- Zippy's Friends
- Incredible Years
- Yellow Flag Diversity Programme
- INTO Respect Guidelines
- GARDA Schools programme

- **Links to other policies**
- Social, Personal and Health Education (SPHE) Policy- Stay Safe Programme, Walk Tall, Relationships and Sexuality Education
- Code of Good Behaviour
- Child Protection Policy
- AUP (Internet Acceptable Use Policy)
- Mobile Phone Policy
- Dignity at work policy
- Complaints Procedure Policy
- INTO CPSMA Grievance Procedures

- **Class-Based**
- Stay Safe lessons
- Walk Tall lessons
- My Selfie and Webwise lessons
- Relationship and Sexual Education lessons
- Our whole-school Code of Good Behaviour teaches and encourages the children to behave in a respectful, safe and friendly manner.
- Children will be taught the STOP, THINK, DO approach (Appendix 3). This approach will then be taught at an individual level for those children who have SEN or may need added reinforcement in this area. School staff will reinforce this strategy with children and model the approach in all their interactions during the school day.
- Lessons about the difference between "telling tales" vs "reporting" will be taught.

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 (see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*) :

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, parents/guardians) understand this   approach from the outset. An outline of this approach will be highlighted to any parent/ guardian/ pupil or staff member who may become involved in a suspected incident of bullying.

Reporting bullying behaviour

- Any pupil, parent or guardian 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), cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher.

Investigating and dealing with incidents: Style of approach

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. In the initial stage of witnessing a possible bullying incident the staff will use the Stop, Think, Do approach when dealing with possible bullying situations. During all stages of investigation the teachers will take a calm, unemotional problem-solving approach.

- 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.

- Where possible, incidents will be investigated outside the classroom setting and away from whole class group, to ensure the privacy of all involved.

- All interviews will be 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 will endeavour to seek answers to   questions of what, where, when, who and why. (Appendix 3a, Think Sheet). This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner.

- If a group is involved, it is aimed that each member will be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member should be 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 should be supported through the possible pressures that may face them from the other members of the group after the interview by the teacher. It may also be appropriate or 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 parent(s)/guardian(s) of the parties involved should be 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 should give parent(s)/guardian(s) an opportunity to discuss ways in which they can reinforce or support the actions being taken by the school and the supports provided to the pupils.

- Where the relevant teacher has 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.
- 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.
- 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 incidents witnessed by a staff member must be verbally reported to the relevant teacher.

Where deemed appropriate:

- All staff must keep a written record of any incidents witnessed by them or notified to them which they deem as a bullying-type incident, (Appendix 5). All allegations of bullying should be recorded on this form and forwarded 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 the same.
- The relevant teacher must inform the principal of all incidents being investigated.
- A follow-up record must be completed and filed with the original records, (Appendix 5a).

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 relevant teacher will retain the written records until the end of the year, when they will be passed on to the principal.

Formal: Stage 2 - Appendix 6

The relevant teacher will use the recording template at Appendix 6 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.

b) In all cases where bullying behaviour has been reported, investigated, identified and resolved. The relevant teacher will complete the formal recording template, give a copy to the principal and keep the record with their files until the end of the school year. At this stage, all bullying-related files will be handed over to the principal.

Established intervention strategies

- Teacher interviews with all pupils using Restorative Practice Questions
- 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
- No Blame Approach
- Circle Time
- Think Sheet to promote reflection

---

7. The school's programme of support for working with pupils affected by bullying is as follows (see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*) :

- 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.
- Pastoral care system- class teacher, support teacher and other relevant personnel.
- Restorative Practice to address conflict and restore relationships.
- Group work such as Circle Time.
- If pupils require counselling or further supports the school will endeavour to liaise with parents to   organise support from our school counsellor or outside agencies. This may be for the pupil affected by bullying or involved in 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.

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 _____ [date].

11. This policy has been made available to school personnel, published on the school website (or where none exists, is otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A copy of this policy will be made available to the Department and the patron if requested.

12. This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website (or where none exists, be otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (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: _____   Date: _____

Date of next review: _____

Appendix 1.

Types of Bullying.

Bullying Behaviours which St. Mary's National School has identified as relevant to our context:
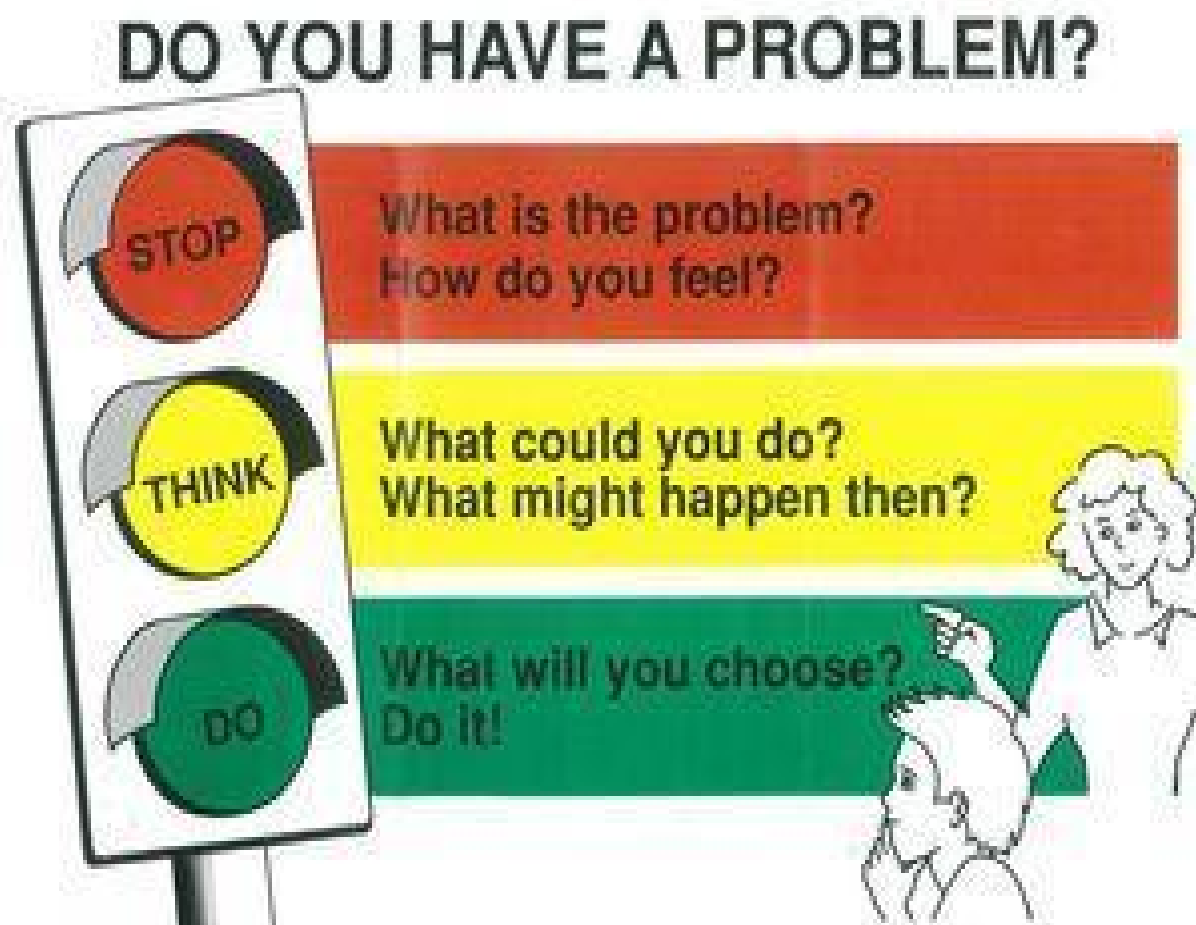
General behaviours which apply to all types of bullying	- Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc. - Physical aggression - Damage to property - Name calling - Slagging - The production, display or circulation 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.
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
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 ● Refer to INTO publication Respect: Create a Welcoming and Positive School Climate for to Prevent Homophobic and Transphobic Bullying. https://www.into.ie/ROI/Publications/InTouch/2015/GLENSupp/HomophobicBullying.pdf
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
Relational	This involves manipulating relationships as a means of bullying. Behaviours include: ● 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	● Unwelcome or inappropriate sexual comments or touching ● Harassment
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

Appendix 2

Table A: 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 recognises 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 3 Stop Think Do

DO YOU HAVE A PROBLEM?

STOP — What is the problem? How do you feel?

THINK — What could you do? What might happen then?

DO — What will you choose? Do it!

Appendix 3a

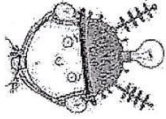## Think Sheet...

Draw or write, what happened, what you thought, what you felt and what you did in the boxes below.

What happened?	What I thought?	How I felt?	What I did?

Thinking about what happened, consider alternative thoughts...

What could I have thought?	How would I feel?	What would I do?

Appendix 4 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 *Anti-Bullying Procedures for Primary and Post-Primary Schools*?	
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 _____ . Date _____
Chairperson, Board of Management

Signed _____ Date _____
Principal

Appendix 5   **Bullying Incident Report Form**

Date _____   **Time _____**

Name of victim(s):   Name of student(s) bullying: Name(s) of
witnesses/bystanders: _____   _____

_____ _____

Circle the location.

Classroom   Playground   Resource/Learning Support room   Corridor   Toilets   PE Hall Other_____

Circle the type of bullying

Verbal/Psychological   Physical   Relational   Cyber-bullying   Identity based

Tick the bullying behaviour

Name calling		Teasing		Laughing/sneering	
Shoved/pushed		Hit		Kicked	
Punched		Threatened		Stole	
Writing notes		Graffiti		Damaged possessions	
Excluded		Taunting/ridiculing		Told lies/false rumours	
Staring/leering		Intimidation/extortion		Demeaning comments	
Inappropriate touching		Homophobic		Disability /SEN related	
Racist		Membership of Traveller Community		Other _____	

Cyber-bullying – circle as appropriate		
Text messages	Website	Email
Other _____		

Brief description of bullying behaviour and its impact.
_____
Details of action taken (refer to anti-bullying policy).
_____

Signed: _____ (Relevant Teacher) Date: _____

Date Submitted to Principal/ Deputy Principal: _____

Appendix 5a

Follow-up Bullying Incident Report Form

Follow-up Date: _____ **Time:** _____

Conducted by: _____

People present:

Parent (s)_____ _____

Social Worker_____ Counsellor_____
Teacher_____

Student _____ Parent

School Psychologist Other

_____

According to pupils, the situation is: □ Better □ Worse □ No difference

 Comments:

_____

_____

_____

_____

Further action required: □ Yes □ No

If yes:

Details of action to be taken (refer to anti-bullying policy)
_____ _____ _____ _____

Signed: _____ (Relevant Teacher) Date: _____

Date Submitted to Principal/ Deputy Principal: _____

Appendix 6 **Recording Bullying Behaviour**
1. Name of pupil being bullied and class group
Name _____Class_____

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

_____
_____
_____
_____

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

Pupil concerned	
Other Pupil	
Parent	
Teacher	
Other	

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

Playground	
Classroom	
Corridor	
Toilets	
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

9.   Details of actions taken

Signed _____ (Relevant Teacher)   Date _____

Date submitted to Principal/Deputy Principal _____

* Note: These forms will be given to the school Principal and stored in the Principal's office in a separate file.

Appendix 7

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

To: _____

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

o 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].

o 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