



# Anti-Bullying Policy

## Scoil an Duinnínigh

### 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 Scoil an Duinnínigh 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 PostPrimary Schools which were published in September 2013.

Should there be any discrepancy between the Irish and the English in this policy, it is accepted that the Irish is the correct version and the English is provided as a translation.

### 2. School Ethos

#### SCHOOL ETHOS and Mission Statement

**Scoil an Duinnínigh is an Irish language Catholic co-educational primary school under the patronage of the Archbishop of the Diocese of Dublin. Scoil an Duinnínigh envisages to provide a high standard, comprehensive education to its' students through the medium of the Irish language. Scoil an Duinnínigh aims to meet the various needs of the students in an environment that is fair, enjoyable, safe and that promotes the Irish language and culture.**

#### Scoil an Duinnínigh aims:

- To provide a high standard of education through the medium of the Irish language for our students.
- To create an enjoyable atmosphere for the students so that they can benefit from and enjoy their school days.
- To develop and foster the self-confidence and self-esteem of the students so that they will be ready and able to live full lives ahead.
- To recognise and cherish individualism and provide aptly for the challenges presented.
- To cultivate and promote the self-esteem of the entire school community with respect for all people and their possessions through encouraging and fostering a mind-set of personal responsibility.
- To develop a high sense of value for the Irish language, Irish music, games and culture.

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 nonthreatening 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;
- effective supervision and monitoring of pupils;

**(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.

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

**Examples of bullying behaviours** (The list of examples below is non exhaustive).

<b>General behaviours which apply to all types of bullying</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc. Physical aggression</li> <li><input type="checkbox"/></li> <li><input type="checkbox"/> Damage to property</li> <li><input type="checkbox"/> Name calling</li> <li><input type="checkbox"/> Slagging</li> <li><input type="checkbox"/> The production, display or circulation of written words, pictures or other materials aimed at intimidating another person</li> <li><input type="checkbox"/> Offensive graffiti</li> <li><input type="checkbox"/> Extortion</li> <li><input type="checkbox"/> Intimidation</li> <li><input type="checkbox"/> Insulting or offensive gestures</li> <li><input type="checkbox"/> The "look"</li> <li><input type="checkbox"/> Invasion of personal space</li> <li><input type="checkbox"/> A combination of any of the types listed.</li> </ul>
<b>Cyber</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Denigration:</b> Spreading rumors, lies or gossip to hurt a person's reputation</li> <li><input type="checkbox"/> <b>Harassment:</b> Continually sending vicious, mean or disturbing messages to an individual</li> <li><input type="checkbox"/> <b>Impersonation:</b> Posting offensive or aggressive messages under another person's name</li> <li><input type="checkbox"/> <b>Flaming:</b> Using inflammatory or vulgar words to provoke an online fight</li> <li><input type="checkbox"/> <b>Trickery:</b> Fooling someone into sharing personal information which you then post online</li> </ul>

	<p>□ <b>Outing:</b> Posting or sharing confidential or compromising information or images</p>
	<ul style="list-style-type: none"> <li>• <b>Exclusion:</b> Purposefully excluding someone from an online group</li> <li>• <b>Cyber stalking:</b> Ongoing harassment and denigration that causes a person considerable fear for his/her safety</li> <li>• Silent telephone/mobile phone call</li> <li>• Abusive telephone/mobile phone calls</li> <li>• Abusive text messages</li> <li>• Abusive email</li> <li>• Abusive communication on social networks e.g. Facebook/Ask.fm/ Twitter/You Tube or on games consoles</li> <li>• Abusive website comments/Blogs/Pictures</li> <li>• Abusive posts on any form of communication technology</li> </ul>

## 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).

<b>Homophobic and Transgender</b>	<ul style="list-style-type: none"> <li>• Spreading rumours about a person's sexual orientation</li> <li>• Taunting a person of a different sexual orientation</li> <li>• Name calling e.g. Gay, queer, lesbian...used in a derogatory manner</li> <li>• Physical intimidation or attacks</li> <li>• Threats</li> </ul>
<b>Race, nationality, ethnic background and membership of the Traveller community</b>	<ul style="list-style-type: none"> <li>• Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background</li> <li>• Exclusion on the basis of any of the above</li> </ul>
<b>Relational</b>	<p>s manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Malicious gossip</li> <li><input type="checkbox"/> Isolation &amp; exclusion</li> <li><input type="checkbox"/> Ignoring</li> <li><input type="checkbox"/> Excluding from the group</li> <li><input type="checkbox"/> Taking someone's friends away</li> <li><input type="checkbox"/> "Bitching"</li> <li><input type="checkbox"/> Spreading rumours</li> <li><input type="checkbox"/> Breaking confidence</li> <li><input type="checkbox"/> Talking loud enough so that the victim can hear</li> <li><input type="checkbox"/> The "look"</li> <li><input type="checkbox"/> Use or terminology such as 'nerd' in a derogatory way</li> </ul>
<b>Sexual</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Unwelcome or inappropriate sexual comments or touching</li> <li><input type="checkbox"/> Harassment</li> </ul>
<b>Special Educational Needs, Disability</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Name calling</li> <li><input type="checkbox"/> Taunting others because of their disability or learning needs</li> <li><input type="checkbox"/> Taking advantage of some pupils' vulnerabilities and limited capacity to recognise and defend themselves against bullying</li> <li><input type="checkbox"/> Taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and social cues.</li> <li><input type="checkbox"/> Mimicking a person's disability</li> <li><input type="checkbox"/> Setting others up for ridicule</li> </ul>

## 4. Relevant teachers

The relevant teachers for investigating and dealing with bullying are as follows:

**The class teacher:** The class teacher will investigate and deal with cases of suspected bullying in his or her class. A pupil, parent or guardian may communicate a concern regarding suspected bullying to any teacher in the school but it is the class teacher who will investigate and address the concern. Any person who receives a complaint regarding suspected bullying must report the complaint to the class teacher who will address the complaint.

**Deputy Principal:** In cases where the class teacher determines that the behaviour being investigated should be reported to the Deputy Principal/Anti-Bullying co-ordinator.

**Principal:** In cases where the class teacher or the Deputy Principal determine that the behaviour being investigated should be reported to the Principal.

**Any teacher may act as a relevant teacher if circumstances warrant it.**

## 5. Strategies for Prevention of Bullying Behaviour

**(including strategies specifically aimed at cyber- bullying, homophobic and transphobic bullying) that will be used by the school are as follows (see Section 6.5 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):**

School-wide approach in Scoil an Duinnínigh

- ☐ A school-wide approach to the fostering of respect for all members of 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 extracurricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.
- ☐ 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.
- ☐ An annual audit of professional development needs with a view to assessing staff requirements through internal staff knowledge/expertise and external sources
- ☐ Professional development with specific focus on the training of the relevant teacher(s)
- ☐ School wide awareness raising and training on all aspects of bullying, to include pupils, parent(s)/guardian(s) and the wider school community in consultation with the Parent's Committee.
- ☐ The implementation of regular whole school awareness measures. Each school year the school celebrates Friendship Week. Suitable lessons from the SPHE programme are taught during this week. Lessons regarding Internet safety from the Webwise programme and other

programmes are taught during the period leading up to National Safer Internet Day which is celebrated in the month of February. The school has a dedicated notice board on the promotion of friendship and bullying prevention; Questionnaires/surveys will be given regularly.

- ❑ 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.
- ❑ Involvement of the student council in contributing to a safe school environment e.g. Buddy system, mentoring, Lunchtime Pals and other student support activities that can 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) are given a copy as part of the Code of Behaviour of the school (every year).
- ❑ 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.
  - 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.
  - Administer a confidential questionnaire regularly to all pupils.
  - Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- ❑ Regular rotation of class seating where possible.
- ❑ The school's protocols to encourage parent(s)/guardian(s) to approach the school if they suspect that their child is being bullied:  
If parents/guardians suspect that their child is being bullied they are encouraged/asked to contact the class teacher by phoning the office, sending an email or a note to the class teacher requesting a call. A meeting will be arranged to discuss the concerns of the parents/guardians. This meeting will be organised as soon as is possible.
  - The school has adopted an Acceptable Use Policy to include the necessary steps to ensure that the access to technology within the school is strictly monitored, as is the pupils' use of mobile phones. All Internet sessions are supervised by a teacher.
  - The school regularly monitors pupils' Internet usage
  - The pupils have been instructed in relation to the safe use of the internet. (see school's AUP policy)

### Implementation of curricula

- ❑ The full implementation of the SPHE curriculum and the RSE and Stay Safe Programmes. The resources used in the school to support the delivery of the curriculum are: The Stay Safe; The Walk Tall; Relationships and Sexuality; Webwise ; Weaving Wellbeing and SALT and programmes; The anti-Bullying Campaign resources and anti-bullying posters. Other resources available to teachers: Tabhaire Aire Duit Féin; The Prim-Ed Programmes "Bullying" and "Bullying in a Cyber World2; DVD "Speak Out"; The "Be Fair" programme; GLEN [www.glen.ie](http://www.glen.ie); BeLongTo [www.belongto.org](http://www.belongto.org).
- ❑ Continuous Professional Development for staff in delivering these programmes.
- ❑ School wide delivery of lessons on bullying from evidence based programmes, e.g. The Stay Safe Programme, The Walk Tall Programme; The Webwise programme.

- Delivery of the Garda SPHE Programmes at primary and post- primary level. 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.
- The school will implement the advice in “Sexual Orientation advice for schools” (RSE Primary, see booklet).

Links to other policies

- Code of Behaviour, Child Protection policy, Acceptable Use policy.

## 6. The school’s procedures for investigating and dealing bullying behaviour

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.

### 6.8.9. 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);**

**The school’s procedures must be consistent with the following approach.**

Every effort will be 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), bus escorts, 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: Style of approach (see section 6.8.9)

- 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 should take a calm, unemotional problem-solving approach.
- Where possible incidents should be investigated outside the classroom situation to ensure the privacy of all involved;
- All interviews should 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 should seek answers to questions of what, where, when, who and why. 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, each member should 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 and helpful to ask the children 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 of discussing 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 antibullying 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 (see Appendix 2)**

- All staff must keep a written record of any incidents witnessed by them or notified to



them. Consideration needs to be given to where the records will be made e.g. incident book. 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
- The relevant teacher must inform the principal and/or Anti-Bullying coordinator of all incidents being investigated.

### **Formal Stage 1-determination that bullying has occurred (see Appendix 3)**

- 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 the template in Appendix 3. The Principal and the Anti-Bullying coordinator will be informed at this stage/them
  - The bullying records will be stored securely in a filing cabinet in the principal's office.
    - The records will also be stored securely in the child's file on Data Biz in accordance with relevant data protection legislation.
  - If there has been no reoccurrence of the bullying behaviour within 20 school days and the parties are satisfied, the parents/guardians of the parties will be notified that the problem has been resolved. If a case remains unresolved it will be moved forward to the next stage, formal stage 2.

### **Formal Stage 2- (see Appendix 4)**

The relevant teacher must use the recording template at Appendix 4 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.

These behaviours in line with the school's code of behaviour must be recorded and reported immediately to the principal and the Anti-Bullying Co-ordinator.

### **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) to support school interventions

- No Blame Approach
- Circle Time
- Restorative interviews
- Restorative conferencing
- Implementing sociogram questionnaires

The Procedures mention the following intervention strategies and reference Ken Rigby;

[www.bullyingawarenessweek.org/pdf/BullyingPreventionStrategiesinSchools Ken Rigby.pdf](http://www.bullyingawarenessweek.org/pdf/BullyingPreventionStrategiesinSchools%20Ken%20Rigby.pdf)

- The traditional disciplinary approach
- Strengthening the victim
- Mediation
- Restorative Practice
- The Support Group Method
- The Method of Shared Concern

## **7. The school's programme of support for working with pupils affected by bullying**

The school's programme of support for working with pupils affected by bullying is as follows (see Section 6.8.16 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 e.g.
  - Pastoral care system
  - Buddy / Peer mentoring system
  - Group work such as circle time
  - Support from special education teachers where appropriate
  - Support from the Anti-Bullying co-ordinator
  - Contributions from the student council will be welcomed
- If pupils require counselling of further supports the school will endeavour to liaise with the appropriate agencies to organise same. 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.

This policy was adopted by the Board of Management on \_\_\_\_\_ [date].

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.

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: \_\_\_\_\_  
(Chairperson of Board of Management)

Signed: \_\_\_\_\_  
(Principal)

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

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

Date of next review: \_\_\_\_\_

## 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, corridors 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.
- Support the establishment and work of student councils.
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## Aguisín 2: Report of misbehaviour/behaviour of concern údar imní bulaíochta

(to be completed while investigating the misbehaviour)

<b>1. Ainm(neacha) agus rang(anna) an dalta/na ndaltaí a bhfuil bulaíocht á déanamh air/uirthi/orthu agus a rang-ghrúpa:</b>	
<b>Name:</b>	<b>Class:</b>
<b>2. Name of pupil/s being bullied and class group:</b>	
<b>Name:</b>	<b>Class:</b>
<b>3. Name of person(s) who reported the bullying concern</b>	
<b>4. Brief Description of bullying behaviour and its impact</b>	

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**5. Other information :**

<b>6. . Details of actions taken:</b> (dates, times, phone calls, contact with parents/guardians, teachers, as is appropriate)

Signed

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

## Appendix 3 Template for recording bullying behaviour – Formal Stage 1

(to be completed when it has been determined by the relevant teacher that bullying has occurred)

<b>1. Name of pupil being bullied and class group:</b>	
<b>Name:</b>	<b>Class:</b>
<b>2. Name(s) and class(es) of pupil(s) engaged in bullying behaviour</b>	
<b>Name:</b>	<b>Class:</b>
<b>3. Name of person(s) who reported the bullying concern</b>	

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**4.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"/>

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**5. Where behaviour is regarded as identity-based bullying, indicate the relevant category:**

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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**7. Other relevant information:**

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**8. Details of actions taken:**

<b>(Dates, times, phone calls, contact with parents/guardians, teachers, as is appropriate)</b>

Signed

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

**Date submitted to Principal/Deputy Principal**

## Appendix 4: Template for recording bullying behaviour – Formal Stage 2

To be filled out in the following circumstances:

- ☐ Where the relevant teacher considers that the bullying behaviour has not been adequately resolved within 20 school days and it is also in breach of the code of behaviour.

<b>Name of pupil being bullied and class group:</b>			
<b>Name:</b>		<b>Class:</b>	
<b>Name(s) and class(es) of pupil(s) engaged in bullying behaviour</b>			
<b>Name:</b>		<b>Class:</b>	
<b>Source</b> of bullying concern/report (tick relevant box(es))*		<b>Location</b> of incidents (tick relevant box(es))*	
Pupil concerned		Playground	
Other Pupil		Classroom	
Parent		Corridor	
Teacher		Toilets	
Other		School Bus	
		Other	
<b>Name of person(s) who reported the bullying concern</b>			

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**Type of Bullying Behaviour (tick relevant box(es)) \***

Physical Aggression		Cyber-bullying	
Damage to Property		Intimidation	

Isolation/Exclusion		Malicious Gossip	
Name Calling		Other (specify)	

**Where behaviour is regarded as identity-based bullying, indicate the relevant category:**

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)

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

**Other relevant information: Reports from other children or adults**

**Details of actions taken:**

(Dates, times, phone calls, contact with parents/guardians, teachers, as is appropriate)

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

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

Sínte \_\_\_\_\_ (Príomhoide) Dáta \_\_\_\_\_

## Appendix 5: Is it Bullying? Checklist

Questions based on the DES definition of bullying.

	Consider....	Yes	No
1	Is the behaviour repeated? Only repeated incidents can be regarded as bullying. Once off incidents fall under the Code of Behaviour. However see 2 below		
2	Have there been any offensive or hurtful public messages or images placed on a social networking site or other public forum? Can the bullying image, statement or message be viewed or repeated by other people? NB: One such incident qualifies as cyber bullying.		

3	Is the behaviour planned?		
4	Is there unwanted negative behaviour inflicted on the victim?		
5	Is the unwanted negative behaviour of a physical, verbal or Psychological character?		
6	Is the behaviour inflicted by one person, or is there a group involved?		
7	Is the victim deliberately targeted?		
8	Do the behaviours involve deliberate exclusion, isolation, malicious gossip or other forms of relational aggression?		
9	Are the behaviours targeting an aspect of the victim's identity? For example physical, verbal or psychological aggression which is directed at their sexual orientation, their race, religion, ethnicity or traveller background.		
10	Are the behaviours targeting the victim because they have Special Educational Needs?		

## Appendix 6: Bullying Sociogram

☐ Are you happy with the atmosphere in your classroom?

On a scale of 0-5 please rate your satisfaction with the atmosphere in your class?

Rate the atmosphere in your class.      0 = not good    5= excellent

- Who are your friends?
- Are you being bullied in any way? (Take details and reassure student that the problem will be addressed)
- Is there anyone in class having a hard time or being picked on?
- Is anyone being left out, or ignored?

- Is anyone spreading rumours, gossip, using notes, phone calls, text messages, or e- mails to make others feel bad about themselves?
- Is anyone being unfair to others?
- Is there a group of pupils making life difficult for others?
- Are pupils from other classes giving anyone in this class a hard time?
- Can you give examples?
- Who do you think is causing the problem?

## Appendix 7: Friendship/Anti-Bullying Questionnaire

Class	Name	Date	
		Yes	No
Would you like to talk to someone about bullying?			
Do you know anyone who is having a hard time?			

## Appendix 8: Class Observation Form

<b>Teacher:</b>			
<b>Class:</b>			
<b>Date:</b>			
Time/ Date	Name of pupil/s	Behaviour	Directed towards

## Appendix 9 Checklist for annual review of the anti-bullying policy and its implementation

The Board of Management (the Board) must undertake an annual review of the school's anti-bullying policy and its implementation. The following checklist must be used for this purpose. The checklist is an aid to conducting this review and is not intended as an exhaustive list. In order to complete the checklist,

an examination and review involving both quantitative and qualitative analysis, as appropriate across the various elements of the implementation of the school's anti-bullying policy will be required.

Yes /No

Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the <i>Anti-Bullying Procedures for Primary and Post-Primary Schools</i> ?	
Has the Board published the policy on the school website and provided a copy to the parents' association?	
Has the Board ensured that the policy has been made available to school staff (including new staff)?	
Is the Board satisfied that school staff are sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day to day work?	
Has the Board ensured that the policy has been adequately communicated to all pupils?	
Has the policy documented the prevention and education strategies that the school applies?	
Have all of the prevention and education strategies been implemented?	
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	
Has the Board received and minuted the periodic summary reports of the Principal?	
Has the Board discussed how well the school is handling all reports of bullying including those addressed at an early stage and not therefore included in the Principal's periodic report to the Board?	
Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	
Has the data available from cases reported to the Principal (by the bullying recording template) been analysed to identify any issues, trends or patterns in bullying behaviour?	
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	
Has the Board put in place an action plan to address any areas for improvement?	

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

Chairperson, Board of Management

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

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

Principal

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

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

To: \_\_\_\_\_

The Board of Management of Scoil an Duinnínigh 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*.

### **Physical Indicators**

- unexplained bruising, cuts etc.
- loss of/ damage to personal property
- hunger or thirst
- frequent minor illnesses, headaches, tummy aches
- bedwetting
- loss of appetite
- obsessive behaviour, physical appearance, weight
- stammering
- Requests for extra money .

### **School Related Indicators:**

- reluctance to go, wanting to be accompanied
- returning in bad form
- changing route
- avoiding certain days/lessons
- nervousness in class
- punctuality problems
- poor concentration
- deterioration in school work
- expressions of hopelessness
- fewer phone calls, friends calling, invitations .

### **Emotional/Psychological Indicators**

- outbursts of anger, temper, irritability at home
- bullying brother and sisters, parents
- well behaved child suddenly troublesome
- signs of depression
- changes in: mood, appetite, sleep pattern
- tiredness, neglect of appearance,
- expressions of sadness, worthlessness
- nightmares, crying at night