



Inch National School

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Anti- Bullying Policy

Table of Contents:

1. Rationale
2. Aim of this Policy
3. Key Principles
 - a) positive school climate
 - b) effective leadership
 - c) School wider approach
 - d) Shared understanding of bullying and its impact
 - e) implementation of education and prevention strategies
 - f) Effective supervision and monitoring of pupils
 - g) Supports for staff
 - h) Consistent recording
 - i) On going evaluation of the effectiveness of the anti-bullying policy
4. Definition of Bullying
5. Examples of Bullying Behaviour
6. Relevant Teacher for investigating bullying
7. Education and prevention strategies
 - a) School wide approaches
 - b) Implementation of curricula.
 - c) Links to other policies
8. Procedures for Investigating and dealing with bullying.
9. Recording of Bullying Behaviour
10. Established Intervention Strategies
11. Programme of Support
12. Supervision and Monitoring of Pupils
13. Prevention of Harrassment
14. Oversight arrangements
15. Communication and availability of this policy
16. Review

Appendix 1: Practical Tips for Building a Positive School Culture and Climate

Appendix 2: Template for recording bullying Behaviour

Appendix 3: Checklist for Teachers..is it bullying? Taken from PDST book “ Anti Bullying Support Material”

Appendix: 4: Checklist for annual review of Anti- Bullying Policy

Anti- Bullying Policy

1. Rationale

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 Inch 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. Aim of the policy

- To create a school ethos which encourages children to disclose and discuss incidences of bullying behaviour
- To build a positive school culture and climate as outlined below
- To raise awareness of bullying as a form of unacceptable behaviour with school management teachers, pupils, parents/ guardians.
- To develop procedure for noting and reporting incidents of bullying behaviour
- To develop procedure for investigating and dealing with bullying behaviour
- guides action and organisation within the school for preventing and responding to bullying.
-

The school 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 providing the following key principles of best practice in **preventing and tackling bullying behaviour**.

3. Key Principles of Best Practice in Preventing and Tackling Bullying Behaviour.

- a) A positive school culture and climate which:
- is welcoming of difference and diversity and is based on inclusivity;
 - encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
 - promotes respectful relationships across the school community;
 - acknowledges the right of each member of the school community to enjoy school in a secure environment
 - acknowledge the uniqueness of each individual and their worth as a human being
 - promotes positive habits of self- respect, self -discipline and responsibility among all its members.
 - prohibits vulgar, offensive, sectarian or other aggressive behaviour by any of its members
 - has a clear commitment to promoting equity in general and gender equity in particular in all aspects of its functioning
 - Has the capacity to change in response to its pupils needs
 - identifies aspects of its curriculum through which positive and sustainable influences can be exerted towards forming pupils attitudes and values
 - takes particular care of 'at risk' pupils and uses its systems to identify needs and facilitate early intervention where necessary –thus responding to the needs, fears & anxieties of individual members in a sensitive manner
 - *recognises the need to work in partnership with and keep parents informed on procedures to improve relationships within the school community*
 - *recognise the right of parents to share in the task of equipping pupils with a range of life skills.*
 - recognise the role of other community agencies in preventing and dealing with bullying
 - promotes habits of mutual respect, courtesy and an awareness of the interdependence of people in groups and communities
 - promotes qualities of social responsibility, tolerance and understanding among its members both in school and outside 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

(b) Effective leadership

- The BOM has overall responsibility to ensure that this policy is effective, sustainable and measured. The BOM must ensure that accountability is of the highest standard and frequently appraise the outcomes of the strategies and measures contained within the policy
- ISM Team - have a clear role to act in a leadership capacity within the school community, stimulating a whole school approach to preventing and tackling bullying – and modelling best practice
- The Principal of *Inch National School*, as key leader strongly influences attitudes and sets standards in relation to dealing with bullying
- Teachers must act as good role models and not misuse authority, but be fair, clear and consistent in their disciplinary measures.

(c) A school-wide approach

- A whole community approach to the problem of bullying is required and Inch N.S community comprises of management, teachers, non-teaching staff, pupils, parents/guardians
- Beyond the school community, bullying behaviour may extend to outside of school. Where this negatively impacts on a school - parents and pupils have a responsibility to support the school in helping to address the issue. This applies particularly (but not exclusively) to cyber bullying.
- The assistance of Gardaí, Tusla and Community Workers may be required in some cases
- Collective vigilance is needed throughout the whole school/community sector to identify and deal with issues around bullying in a fair and equitable manner

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

Inch National School endeavours to put in place appropriate systems to ensure that ALL relevant members of the school community (parents, pupils, staff and the wider community) have a shared understanding of what constitutes bullying behaviour as defined in this policy (Section 2&3 of Anti Bullying Procedures for Primary & Post Primary Schools)

(e) Implementation of education and prevention strategies see section 5 of this policy, (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

- Staff members have a distinct responsibility to ensure that supervision of pupils in class is effective and consistent
- Supervision in playground areas must be managed and conducted effectively, with particular attention given to 'hot spots' or 'hot times' eg arrival & dismissal

(g) Supports for staff

- Regular discussion and review of policy and procedures is essential to support staff on a continuous basis
- All staff must have a uniform interpretation of what is expected in relation to bullying, how to identify possible bullying behaviours, how to manage disclosures and how to deal effectively with incidents of bullying within the classroom context
- Staff must be aware that supporting one another is a key aspect of prevention and new/inexperienced members of staff must be given every opportunity to discuss concerns and model best practice
- CPD in relation to Anti Bullying Strategies will be supported and encouraged for all members of staff

(h) Consistent recording (see appendix for templates) investigation and follow up of bullying behaviour

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

4.. 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 conduct, by an individual or group against another person (or persons) and which is repeated over time. (p.39)

It is repeated, targeted , and deliberate/ with intent.

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.

5.Examples of Bullying Behaviours- This list is non-exhaustive

Information on different types of bullying as set out in Section 2 of the Anti Bullying Procedures for Primary and Post- Primary Schools as follows.

<p>General behaviours which apply to all types of bullying</p>	<ul style="list-style-type: none"> ● Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc. ● Physical aggression ● Damage to property ● Name calling ● Slagging ● The production, display or circulation of written words, pictures or other materials aimed at intimidating another person ● Offensive graffiti ● Extortion ● Intimidation ● Insulting or offensive gestures ● The “look” ● Invasion of personal space ● A combination of any of the types listed.
<p>Cyber</p>	<ul style="list-style-type: none"> ● Denigration: Spreading rumors, lies or gossip to hurt a person’s reputation ● Harassment: Continually sending vicious, mean or disturbing messages to an individual ● Impersonation: Posting offensive or aggressive messages under another person’s name ● Flaming: Using inflammatory or vulgar words to provoke an online fight ● Trickery: Fooling someone into sharing personal information which you then post online ● Outing: Posting or sharing confidential or compromising ● Exclusion: Purposefully excluding someone from an online group ● Cyber stalking: Ongoing harassment and denigration that causes a person considerable fear for his/her safety ● Silent telephone/mobile phone call ● Abusive telephone/mobile phone calls ● Abusive text messages ● Abusive email ● Abusive communication on social networks e.g. ● Facebook/Ask.fm/ Twitter/You Tube or on games consoles ● Abusive website comments/Blogs/Pictures ● Abusive posts on any form of communication technology
<p>Identity Based Behaviours</p> <p>Including any of the nine discriminatory grounds mentioned in Equality Legislation</p> <p>(gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).</p>	

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

6. Relevant Teacher for investigating bullying.

The relevant teacher (s) for investigating and dealing with bullying is referred to as the “ relevant teacher” In our school, the relevant teacher is the class teacher.

7. Education and Prevention Strategies. This is a non- exhaustive list

In Inch National school there are many ways the school community work to educate pupils, parents and staff about bullying and to prevent problems from happening. The education and prevention strategies (including strategies specifically aimed at cyber-bullying, homophobic and transphobic bullying) that will be used by the school are as follows (see Section 6.5 of the Anti- Bullying Procedure for Primary and Post-Primary School)

a) School Wide Approaches

- A school -wide approach to fostering respect for all members of the school community.
- The promotion of the value of diversity to address issues of prejudice, 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.
- Bullying, including Cyber Bullying, is addressed formally as part of the SPHE curriculum. Bullying is specifically addressed in the Stay Safe programme which is taught in all classes.
- Bullying is addressed in the Code of Behaviour and in school and class rules. It is also referred to in the class and yard, where required.
- Supervision and monitoring of classrooms, hall ways, school grounds, school tours and extra curricular activities. Non- teaching staff 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 and encouraging a culture of peer respect and support.
- The schools anti- bullying policy will be made available to all parent(s)/ guardians as well as the Code of Behaviour, via the school website.
- The implementation of regular/ termly whole school awareness measures e.g regular school assemblies.
- Encourage a culture of telling, in 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 with responsibility.
- Children will be encouraged to say “No” to bullying behaviour. They will also be made aware of the difference between telling tales about minor incidents and telling to stay safe or keep others safe.
- Ensuring that pupils know how to tell and how to tell eg.
 - Direct approach to teacher at an appropriate time, for example after class
 - Hand up a note with homework
 - Get a parent(s)/ guardian(s) / friend to tell on your behalf
 - Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place
 - Encourage parent(s)/ guardian(s) to approach the school if they suspect that their child is being bullied R

Parents need to:

1. be good role models for children and young people
2. teach young people to respect and value difference and diversity
3. make it their business to know what bullying is and understand the different types and forms of bullying
4. educate themselves in relation to social media and take an active interest in how children and young people are using the internet, social media and mobile phones
5. know, and look out for, the signs that a child or young person may be being bullied or may be engaged in bullying behaviour
6. offer support and listen to what a child or young person wants you to do to help
7. become aware of the dangers of cyberbullying and attend training
8. familiarise themselves with, and cooperate with the procedures for reporting bullying behaviour
9. Encourage positive behaviour and discourage negative behaviour both at home and at school

b) Implementation of curricula:

- The full implementation of the SPHE and the RSE and Stay Safe Programmes.
- Continuous Professional Development for staff in delivering these programmes.
- School wide delivery of lessons on bullying from evidence based programmes. E.g R.S.E Stay Safe, Walk Talk and other more class specific programmes e.g Zippy Friends, Friends for Life, Zones of Regulation, Weaving Well being,

c) Links to other policies

School policies, practices and activities that are particularly relevant:

- Code of Behaviour
- Child Protection
- Supervision of pupils
- Acceptable Use Policy
- SPHE curricula requirements- implementation of RSE and Stay Safe programmes.

8. 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, parents/guardians) understand this approach from the outset.

If the incident is taking place within the class group, the class teacher is the first person involved in dealing with the incident. If behaviours are witnessed by other staff or parents these should be reported to the class teacher. The relevant class teacher must inform the principal of all incidents being investigated.

Keeping in mind that staff in the school will be required to deal with a range of behaviours and incidents, including minor problems and more serious cases. While the steps are as seen as being followed in a particular order, it may be necessary to move quickly to later steps when dealing with more serious cases (based on the type of behaviour or multiple incidents)

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. 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 that they are not considered to be telling tales but are behaving responsibly.
- Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs), must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant class teacher;

Step 1:

The first step in the process allows the teacher to gather information about the incident. In investigating and dealing with bullying, the relevant teacher will exercise his/ her professional judgement to determine if it constitutes bullying as described in this policy i.e whether bullying has occurred and how best the situation might be resolved. Appendix 3 “Questions based on the departments definition of bullying” from the PDST Support Material, should be referred to as a checklist for teacher to support them in determining if a particular situation constitutes bullying.

- 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 or helpful to ask those involved to write down their account of the incident(s)

Step 2

- In cases where it has been determined by the principal/ 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 support 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 her how she is in breach of the school’s anti-bullying policy and efforts should be made to try to get 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;

Step 3

Follow up and recording

- In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of 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.

9. Recording of bullying behaviour

Noting and reporting of bullying behaviour is to be documented using the template for recording bullying behaviour. This template is in accordance with circular 0045/2013 see Appendix 2.

Step 1 Informal- pre-determination that bullying has occurred

1. All teachers must keep a written record of any incidents witnessed by them or notified to them on the school template contained in the appendix, along with a written account of the investigation, actions taken, account of any discussion with those involved.
2. The relevant class teacher must inform the principal of all incidents being investigated and give the principal a copy of **all** written records

Formal Stage 1-determination that bullying has occurred

If it is established by the relevant teacher that bullying has occurred, the relevant teacher will

1. Continue to keep appropriate written records on the " Anti Bullying: Log of incidents informal and Formal Stage 1. This will assist his/ her efforts to resolve the issue and restore, as far as practicable the relationships of the parties involved (ref Appendix 2)
2. Ensure that the principal is kept up to date

3. Ensure clear communication has been maintained between all parties involved. must keep appropriate written records which will assist her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.

The school will always aim to provide a safe environment for all students. Should the above interventions fail and bullying continue, a programme of appropriate sanctions may be implemented by the principal in consultation with the parents and the board of management. The sanctions implemented aim to encourage positive behaviour and support the esteem of the child.

10. 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/guardian to support school interventions
- No Blame Approach
- Circle Time
- Restorative interviews
- Restorative conferencing

11. Programme of Support

The school's programme of support for working with pupils affected by bullying is as follows (see section 6.8 of the Anti- Bullying Procedure 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.

- SPHE Lessons including Stay Safe Programme, Walk Tall, Webwise, RSE
- Annual events, Friendship Week, Anti Bullying Awareness Week to foster respect, empathy and support.
- Grow in Love Programme.
- The provision of the “ Buddy Bench” in the yards
- Friends For Life and Zippy friends programme
- Zones of regulation.
- Weaving Well Being Programme

If pupils require counselling or further support the school will endeavor to liaise with appropriate agencies to organise some. 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.

12. 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.

There are agreed appropriate monitoring and supervision practices in the school.

In relation to the Acceptable Use Policy in the school

- All internet sessions are supervised by a teacher.
- The school regularly monitors' pupils internet usage.

13. 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.

14. Oversight Arrangements

In accordance with circular 0045/2013 the principal will provide a report at each board of management meeting setting out the overall number of bullying cases reported to the principal and confirmation the cases have been dealt with in accordance with the schools's anti- bullying policy,

15. Communication and availability of this policy.

This policy has been made available to school personnel, published on the school website (when active) and is readily accessible to parents and pupils on request. A copy of this policy will be made available to the Department and the patron if requested.

16. Review

This policy and its implementation will be reviewed by the Board of Management once in every school year, using Appendix 4 of the Department of Education and Skills, Anti- Bullying Procedures for Primary and Post Primary Schools.

Written notification that the review has been completed will be made available to school personnel, published on the school website and be readily accessible to parents and pupils on request and provided to the Parents' Association

A record of the review and its outcome will be made available, if requested, to the patron and the Department.

This policy was reviewed and ratified by the Board of Management on 15.05.2023

Signed: *Mark Ward*

(Chairperson of Board of Management)

Signed: *Kat Walsh*

(Principal)

Date: 12.06.2023

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.

Appendix 2: Template for 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:** The categories listed in the tables 3, 4 & 6 are suggested and schools may add to or amend these to suit their own circumstances.

Appendix 3 : Questions based on the DES definition of bullying (taken from the PDST “ Anti- Bullying Support Material” resource)

Is it Bullying? Checklist

	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 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.

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 _____ wishes to inform you that:

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

Signed _____ **Date** _____
Chairperson, Board of Management

Signed _____ **Date** _____
Principal

