Anti-Bullying Policy

Naul National School reviewed in April 2021

1. School position on Bullying

The coordination and implementation of this policy will be supervised by the Principal (Edel McMahon) and Deputy Principal (Sarah Watters). Ms. Nichola Kelly has been designated as Anti Bullying Officer in the school. When not present – Ms. Amanda Moore will fulfil this role. While this policy addresses issues related to bullying of students, it also applies to teaching and other school staff, parents/guardians, board members and others in so far as measures under school policy related to them.

This document is primarily used for child to child peer interactions. Bullying between child/adult will be addressed within child protection protocols and procedures. Adult to adult interactions will be dealt with in existing employment legislation and procedures.

Naul National School's mission statement states that it strives to promote inclusion and creativity in a respectful learning environment, nurturing children to reach their full potential all the while promoting a positive attitude to school life and respecting the Catholic Ethos of the school.

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

At Naul National School we are implementing the **Abi Anti bullying programme**.

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

Anti Bullying Policy.

The Board of Management of Naul National school recognises the very serious nature of bullying and the negative impact it can have on the lives of pupils and is therefore fully committed to the following key principles of best practice in preventing bullying behaviour:

- a positive school climate and culture which:

   - is welcoming of difference and diversity 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.

- Effective Leadership

 - A school wide approach

 - A shared understanding of what bulling is and its impact;

 - Implementation of education and prevention strategies (including awareness raising measures) that -

   - build empathy

   - 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, investigating and following up of bullying behaviour (including use of established intervention strategies); and

- On-going evaluation of the effectiveness of the anti-bullying policy.

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 relevant teachers for investigating and dealing with bullying are the class teacher, Ms Mc Mahon. Ms Watters and Ms. Kelly (Anti-Bullying Officer)

 The education and prevention strategies (including strategies specifically aimed at cyber bullying and identity based bullying including in particular, homophobic or transphobic bullying) will be as follows:

Creating a culture of telling

 - Teachers will encourage pupils to tell adults if anyone is the victim of bullying, that they should not retaliate straight away but that they should tell an adult.

- Pupils are encouraged to support each other by reporting all incidents of bullying that they witness.

- Teachers and staff members to be assured that when they tell,something will be done about the bullying in a safe manner and all reported incidents will be dealt with .

 - Class lessons to be provided through the SPHE programme to enable pupils "how to tell"

- Bystanders can be the key to resolving bullying and if anyone witnesses bullying behaviour, they should always tell a teacher.

- An annual awareness week will be held in the school where various lessons will be given to the pupils from the teachers to increase awareness is and the impact it can have (Abi power points)

Cyber Bullying

Cyber bulling includes but is not limited to communication via electronic means with the objective of causing hurt, fear, embarrassment, humiliation, alarm and or distress to one or more persons. Cyber bullying includes the use of mobile phones and the internet with the objective of upsetting someone. It may take the form of general insults or impersonation, defamation or prejudiced based bullying. Unlike other forms of bullying a one of post can constitute bullying. While this policy addresses issues related to cyber bullying of students (i.e situations in which one or more students are the victim(s) of bullying), the policy also applies to teaching, school staff and parents.

The Anti-Bullying Procedures for Primary and Post Primary Schools, September 2013, states:

2.1.3. In addition, in the context of these procedures 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.

WHAT IS CYBER-BULLYING?
There are many types of cyber-bullying. The more common types are:

1. **Text messages** – can be threatening or cause discomfort. Also included here is 'Bluejacking' (the sending of anonymous text messages over short distances using Bluetooth wireless technology)
2. **Picture/video-clips via mobile phone cameras** – images sent to others to make the victim feel threatened or embarrassed
3. **Mobile phone calls** – silent calls, abusive messages or stealing the victim's phone and using it to harass others, to make them believe the victim is responsible
4. **Emails** – threatening or bullying emails, often sent using a pseudonym or somebody else's name
5. **Chat room bullying** – menacing or upsetting responses to children or young people when they are in a web-based chat room
6. **Instant messaging (IM)** – unpleasant messages sent while children conduct real-time conversations online using MSM (Microsoft Messenger), Yahoo Chat or similar tools
7. **Bullying via websites** – use of defamatory blogs (web logs), personal websites and online personal 'own web space' sites such as You Tube, Face book, Ask.fm, Bebo (which works by signing on in one's school, therefore making it easy to find a victim) and Myspace – although there are others.

AIMS OF OUR CYBER-BULLYING POLICY:

- To ensure that pupils, staff and parents understand what cyber bullying is and how it can be combated
- To ensure that practices and procedures are agreed to prevent incidents of cyber-bullying
- To ensure that reported incidents of cyber bullying are dealt with effectively and quickly.
- To investigate reported incidents of cyber bullying amongst the school community where it has a negative impact on members of that community.

PROCEDURES TO PREVENT CYBER-BULLYING:

- Staff, pupils, parents and Board of Management (BoM) will be made aware of issues surrounding cyber bullying through the use of appropriate awareness-raising exercises
- Pupils will learn about cyber bullying through Social, Personal and Health Education (SPHE), assemblies, friendship week activities and other curriculum projects
- Staff CPD (Continuous Professional Development) will assist in learning about current

technologies
- Parents will be provided with information and advice on how to combat cyber bullying
- Pupils will sign an Acceptable Use of ICT (Information and Communication Technology) contract
- Parents will be expected to sign an Acceptable Use of ICT contract prior to enrolment and to discuss its meaning with their children
- Pupils and parents will be urged to report all incidents of cyber bullying to the school
- All reports of cyber bullying will be investigated, recorded, stored in the Principal's office and monitored regularly
- Procedures in our school Anti-bullying Policy shall apply
- The GARDAI will be contacted in cases of actual or suspected illegal content
- Pupils, parents and staff will be involved in reviewing and revising this policy and any related school procedure
- Staff will endeavour to identify signs of cyber bullying and to keep informed about the technologies that children commonly use
- Advice will be communicated to help students protect themselves from being involved in bullying (as perpetrator or victim) and to advise them on reporting any incidents.
- Pupils are to adhere to Naul National School's mobile phone policy.
- Balbriggan Gardai School Liasion officer will be invited to come and speak to the pupils on cyber bullying.
- Teachers will dedicate a standalone lesson to deal with the issue of cyber bullying.
- Parents will be provided with information on cyber bullying.

INFORMATION FOR PUPILS:

If you are being bullied by phone or on the Internet:

- Remember, bullying is never your fault. It can be stopped and it can usually be traced.
- Don't ignore the bullying. Tell someone you trust, such as a teacher or parent or call an advice line.
- Try to keep calm. If you are frightened, try to show it as little as possible. Don't get angry, it will only make the person bullying you more likely to continue.
- Don't give out your personal details online – if you are in a chat room, do not say where you live, the school you go to, your email address etc. All these things can help someone who wants to harm you to build up a picture about you.
- Keep and save any bullying emails, text messages or images. Then you can show them to a parent or teacher as evidence.
- If you can, make a note of the time and date bullying messages or images were sent, and note any details about the sender
- There is plenty of online advice on how to react to cyber bullying. For example, Ie.reachout.com and www.wiredsafety.org have some useful tips.

Text/video messaging
- You can easily stop receiving text messages for a while by turning-off incoming messages for a couple of days. This might stop the person texting you by making them believe you've changed your phone number
- If the bullying persists, you can change your phone number. Ask your mobile service provider about this.

- Don't reply to abusive or worrying text or video messages.
- Your mobile service provider will have a number for you to ring or text to report phone bullying. Visit their website for details.
- Don't delete messages from cyber bullies. You don't have to read them, but you should keep them as evidence.

Abi Anti bullying

The school is following **the Abi Anti bullying procedures** which include:

At the beginning of term one all children are included into the **Care Programme** by engaging in an anti-bullying lesson across all classes.

__ Each student signs a Care promise and receives their Care Credit Card.

__ Modules are given on a monthly basis across all classes and simultaneously.

__ Each class creates a Care Corner where all Anti-Bullying messages, creative images and any other materials relating to the issue are posted and regularly refreshed.

__ An Anti-Bullying class survey can be rolled out to students once a term to measure the health of the class social climate.

__ At the end of each academic year each student will be awarded a Care Certificate in recognition of their caring behaviours throughout the year.

__Abi Light intervention resources and methodology can be practised in the event of a 'hunch' of bullying issues.

__ Abi Deep intervention strategy can be used only in the event of a formal complaint of bullying behaviour from a parent of a specific child.

Care Promise: The children will sign a care promise at the start of every school year. This means they are promising to try to be more caring and not to be bullying in their behaviours or not to be part of the group that can see that there is bullying happening to someone but stays quiet about it.

Care Credit Card: The children will be given a Care Credit card with three Care credits. It is their task to try to keep the three Care Credits by being as caring as they can to everyone and not to use bullying behaviour. If it is discovered that a child has been using bullying behaviours towards someone, they may lose a Care Credit.
- o When they lose one Care Credit it is just their teacher who will know about it.
- o If they lose a second Care Credit, the parents and the principal will be told.
- o The child can earn a lost Care Credit back within one month of losing it by being extra caring.

Care Corner: The Care Corner in each classroom is where children will put information abut their Care Programme and where they will also stick up things that they have learned throughout the year.

This is to remind children about being caring.

Care Book: The children have a Care Book which is a very precious and special book. It is where we keep our Care Cards.

They will also put things we learn about Caring and Bullying Behaviours and if someone is discovered to have been using bullying behaviours they will use our Care Books to write about

this.
The Care Books are their own private place for Caring.

Procedures for investigating and dealing with bullying.

(i)   The primary aim for the relevant teacher 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);

(ii)   In investigating and dealing with bullying, the teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved;

(iii)   All reports, including anonymous reports of bullying must 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 they are not considered to be telling tales but are behaving responsibly;

(iv)   Non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners must be encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher;

(v)   Parents 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;

(vi)   It is very important that all involved (including each set of pupils and parents) understand the above approach from the outset;

(vii)   Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents;

(viii)   If a parent comes to a teacher over an alleged bullying issue, they will be asked to fill out the recording form.

(ix)   Incidents are generally best investigated outside the classroom situation to ensure the privacy of all involved;

(x)   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; 31

(xi)   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;

(xii)   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;

(xiii)   Each member of a group should be supported through the possible pressures that they may face them from the other members of the group after interview by the teacher;

(xiv)   It may also be appropriate or helpful to ask those involved to write down their account of the incident(s);

(xv)   The teacher will then meet privately with whoever may have been using bullying behaviours and will help that person to go through the Care Discussion Worksheet.

(xvi)   This person may then lose a Care Credit and will be given one month to earn it back.

(xvii)   In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parents of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy). The school should give parents an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports for their pupils;

(xviii) 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;

(xix)   It must also be made clear to all involved (each set of pupils and parents) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parents and the school;

(xx)   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. This can have a therapeutic effect;

(xxi)   In cases where the relevant teacher considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour has occurred, it must be recorded by the relevant teacher in the recording template

(xxii)   (xix) 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; and
- Any feedback received from the parties involved, their parents or the school Principal or Deputy Principal;

(xx) Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents must be referred, as appropriate, to the school's complaints procedures;

(xxi) In the event that a parent has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parents of their right to make a complaint to the Ombudsman for Children.

Procedures for investigating and dealing with bullying

Stage 1

- ❖ There is a restorative approach used to find out answers to 'What, where, when, who and why'
- ❖ If a group is involved, each member should be interviewed individually by a teacher and another adult preferably another teacher
- ❖ The aim for the class teacher in investigation and dealing with bullying is to resolve any issues and restore, as far as is practicable, the relationship of the parties involved (rather than apportion blame).
- ❖ The gang should be met as a group and each member should be asked for his/her account of what happened to ensure that everyone is clear about what everyone else has said.
- ❖ Incidents will be investigated outside the classroom situation in order to get both sides of the story and avoid public humiliation of either party.
- ❖ 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.
- ❖ It should be brought to the attention of the 'bully' how he/she is in breach of the Code of Discipline and try to get him/her to see the situation from the victim's point of view
- ❖ The child/children involved in the bullying will be asked to sign "Pupil Behaviour Promise 1. " Appendix 6
- ❖ Parents of all parties concerned should be informed of the precise nature of the incident
- ❖ Each member of the gang should be helped to handle the possible pressures that often face them from the other members after interview by the teacher
- ❖ Teachers involved should keep a written record of their discussions on a 'Bullying Report 'form Appendix 4
- ❖ It may also be necessary for those involved to write down their account of the incident and these will be attached to the report form. Appendix 4.
- ❖ Teachers should meet with parents to discuss ways in which they can reinforce the actions taken by the school
- ❖ Arrange follow up meetings with the two parties involved separately, with a view to possibly bringing them together, at a later date. This can have a therapeutic effect.
- ❖ Programmes for work with victims, bullies and their peers – pupils involved need assistance on an ongoing basis. Opportunities should be developed to raise self esteem and to develop their friendship and social skills, whenever this is needed.
- ❖ Sanctions will apply where bullying behaviour is found to have occurred (see Code of Behaviour policy.
- ❖ In some serious cases, the Principal will inform the Board of Management immediately

Stage 2

- ❖ If a child breaks a promise an re-offends the Principal or Deputy Principal will interview the pupils again. It is explained to them again that this is their second time offending and that they have not committed to their promise. Again attempts can be

made to resolve the situation. Once more the students sign the "Pupil Behaviour Promise 2". Appendix 7 This time it has to be signed by their parents. They are now advised that if they break the promise again, they will have to have a meeting with the Principal and their parents in the office and could face suspension.

❖ Information spoken about should not become available to the wider school community to prevent the victim being further tormented (need to know basis)
   Stage 3
❖ If a child breaks their promise for a the third time the matter is further referred to the Principal . The Principal meets with the parents and the child. The child may be suspended for up to three days.

Follow up:
Follow up contact with the two parties may be organises to take place within one month of the investigation. The possible therapeutic effect of bringing together of victim and bully at a future date will be considered if the victim is ready and agreeable to do so.
Following any incident of bullying , the school recognises that issues relating to the prevention of bullying may need to be examined. This will involve exploration of suitable programmes with victims, bullies and their peers.
- If during the course of the investigation there are child protection concerns, the Children First Guidelines become relevant as does the schools Child Protection Policy.
- Information re: passed bullying issues will be passed on to new teacher the start of the school year.
- Where the school feels an individual needs specific support from outside agencies, a referral to NEPS will be considered.

7. The Schools Programme of Support for working with pupils.

Bullied pupils:

- Ending the bullying behaviour

- Ensuring the school culture fosters respect for bullied pupils and all pupils

- Ensuring the school culture fosters empathy towards an support for bullied pupils.

- Indicating clearly that bullying is not the fault of the targeted pupil through the awareness-raising programme.

- Indicating clearly that the bullying is not the fault of the targeted pupil through speedy identification of those responsible and speedy resolution of bullying situation.s

- Making adequate counselling facilities within the school available to pupils who need it in a timely manner and/or arrange a referral to an appropriate external agency

- Helping bullied pupils raise their self-esteem by encouraging them to become involved in activities that help develop friendships and social skills (e.g participation in group work in class and in extra - curricular group or team activities during or after school).

Bullying pupils:

- Bullies may be chosen for personal development groups.

- Clinical referral and assessment in severe cases may be necessary.

- Making it clear that bullying pupils who reform are doing the right and honourable thing and giving them praise for this.

- Making adequate counselling facilities within the school available to pupils who need it in a timely manner and/or arrange a referral to an appropriate external agency

- Helping bullied pupils raise their self-esteem by encouraging them to become involved in activities that help develop friendships and social skills (e.g. participation in group work in class and in extra - curricular group or team activities during or after school).

- Using learning strategies throughout the school and the curriculum to help enhance pupil's feelings of self worth

- In dealing with negative behaviour in general, encouraging teachers and parents to focus on , challenge and correct the behaviour while supporting the child.

- In dealing with bullying behaviour and seeking a resolution and offering a fresh start with a

clean sheet" and no blame in return for keeping a promise to reform.

Incidents of bullying can extend the beyond the school and the journey to and the school is

one which can provide particular opportunities for bullying to occur. The school's policy will

be given to those who supervise the Walking Bus so that if bullying is witnessed by them,

that they may report it to the school.

8 . Supervision and Monitoring of Pupils

The Board of Management confirms that appropriate supervision and monitoring policies are

in place to both prevent and deal with bullying behaviour and to facilitate early intervention

where possible.

9. The Board of Management confirms that the school will in accordance with its obligations under equality legislation take all such steps as are reasonably practicable to prevent harassment of pupils or staff on any of the following nine grounds specified o.e. gender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the travelling community.

10 . This policy was adopted by the Board of Management on 08/04/2021

11. This policy has been made available to all school personnel and the parents association. A copy of this policy will be supplies to the Department of Education if requested.

12. This policy and its implementation will be reveiwed by the Board of Management once in every school year. A record of the review and its outcome will be made available if requested to the school patron and department of education. The Principal is required to report to the BOM once a term as to the number, if any, of reports that have been compiled and whether the matter has been compiled in accordance with this policy.

<u>Appendix 1 Types of Bullying</u>

Bullying can take a number of forms. These may include any of the following (this list is not exhaustive):

Repeated aggressive behaviour/attitude/body language, for example:

Shouting and uncontrolled anger

Personal insults

Verbal abuse

Offensive language directed at an individual,

Continually shouting or dismissing others

Public verbal attacks/criticism

Domineering behaviour

Open aggression

Offensive gestures and unwanted physical contact

Intimidation, either physical, psychological or emotional, for example:

Treating in a dictatorial manner

Ridicule

Persistent slagging

Deliberate staring with the intent to discomfort

Persistent rudeness in behaviour and attitude toward a particular individual

Asking inappropriate questions/making inappropriate comments re. personal life/family

Asking inappropriate questions/making inappropriate comments re. social life or schoolwork

Interference with property, for example:

Stealing/damaging books or equipment

Stealing/damaging clothing or other property

Demanding money with menaces

Persistently moving, hiding or interfering with property

Marking/defacing property

Undermining/Public or Private Humiliation, for example:

Condescending tone

Deliberately withholding significant information and resources

Writing of anonymous notes

Malicious, disparaging or demeaning comments

Malicious tricks/derogatory joke,

Knowingly spreading rumours

Belittling others' efforts, their enthusiasm or their new idea,

Derogatory or offensive nicknames (name-calling)

Using electronic or other media for any of the above (cyber bullying,

Disrespectfully mimicking a particular individual in his/her absence

Deliberately refusing to address issues focusing instead on the person

Ostracising or isolating, for example:

Deliberately marginalising an individual

Deliberately preventing a person from joining a group

Deliberately preventing from joining in an activity, schoolwork-related or recreational

Blaming a pupil for things s/he did not do

Appendix 2 Anti-bullying code

We at Naul National school agree that bullying is unacceptable behaviour and we do not tolerate or condone bullying of any form or at any level of the school community.

What the school is doing

- Running an annual bullying awareness week during the year
- Educating the children about bullying behaviour through the Stay Safe programme
- Conducting a school spirit and friendship week in September.
- Holding regular staff discussions about the topic
- Inviting guest speakers regularly to the school for pupils, teachers and parents
- Formulating a school policy within the framework of an overall school code of behaviour and discipline and involving parents, Board of Management, teachers, pupils in this process
- Conducting termly surveys among the pupils
- Educating the children on issues relating to bullying through weekly SPHE lessons (completing the programme over a two year period see Appendix 1 attached)
- Using an Emotional Intelligence programme of education every two years
- Encouraging open communication between pupil and teacher
- Holding assemblies each term where references to anti-bullying will be included
- Appointing an Anti-Bullying officer to whom children can go to speak confidentially

What children can do

- Say no and move away
- Be assertive
- Drop a note anonymously in a 'worry' box or the Student Council issue box in the hallway
- Tell their friends/people they can trust in the class
- Talk to a teacher/ their parents/an adult/ Anti-bullying officer
- Speak up if they witness an incident of bullying behaviour

What parents can do

- Empower children to report any incidents
- Discuss bullying behaviour with their children
- Model good relational behaviour
- Go to the teacher if they think that their child is being bullied or if they witness an incident involving another child
- If they are unable to visit the school, parents can phone the school or send in a written report
- If the incident remains unresolved, parents can contact the Principal
- Promote confidence in their children and enhance their self-esteem
- Become familiar with the anti-bullying policy and code of behaviour policy in the school
- Act responsibly when using social media

What teachers and staff can do

- Continue to be vigilant in the classroom and school yard
- Investigate all incidents brought to their attention
- Continue to follow the school anti-bullying policy
- Keep notes on any incident investigated
- Educate the children about bullying
- Reinforce the contents of the anti-bullying and code of behaviour policies with the children regularly
- Model good relational behaviour
- Act responsibly when using social media.

This code will be displayed in the school hallway and in all classrooms. It will be mentioned at parent/teacher meetings and parent evenings. The Student Council will be made aware of its contents

Appendix 3 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.

1. Model respectful behaviour to all members of the school community at all times.

2. Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.

3. Display key respect messages in classrooms, in assembly areas and around the school. Involve pupils in the development of these messages.

4. Catch them being good - notice and acknowledge desired respectful behaviour by providing positive attention.

5. 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.

6 Give constructive feedback to pupils when respectful behaviour and respectful language are absent.

7 Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.

8. Explicitly teach pupils about the appropriate use of social media.

9. Positively encourage pupils to comply with the school rules on mobile phone and internet use.

10 .Follow up and follow through with pupils who ignore the rules.

11. Actively involve parents and/or the Parents' Association in awareness raising campaigns around social media.

12. Actively promote the right of every member of the school community to be safe and secure in school.

13. Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas.

14. All staff can actively watch out for signs of bullying behaviour.

15. Ensure there is adequate playground/school yard/outdoor supervision.

16. 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.

17.Support the establishment and work of student councils.

Appendix 4:

Bullying Recording Form

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 where relevant

Pupil concerned Playground_____

Other Pupil Classroom_____

Parent Corridor _____

Teacher Toilets____

 School Walking Bus ____

 Other ____

4. Location of incidents - tick where relevant

Playground ____

Classroom____

Corridor_____

Toilets_____

School Walking Bus_____

Other_____

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

6. Type of Bullying Behaviour - tick where relevant

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 _____

Appendix 5 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 6: Pupil Behaviour Promise1.

I _____ (name of Pupil) promise to adhere to the School Anti- Bullying Code and School Code of Discipline

Date: _____   Teacher/ Teachers present: _____

Principal Signature: _____

Appendix 7: Pupil Behaviour Promise 2

I_____(name of pupil) promise to adhere to the School Anti-Bulling Code and School Code of Discipline.

Date: _____   Teacher/ Teachers present: _____

Principal Signature: _____

Parents/Guardians Signature:_____

Note: This policy is to be read in conjunction with the school's Code of discipline