**SAINT PATRICK’S PRIMARY SCHOOL**

**ANTI-BULLYING POLICY**

**INTRODUCTORY STATEMENT**

This policy was formulated in 2010. It is a review of an existing Anti-Bullying Policy by Teachers, Ancillary Staff, Parents and BOM. This review which happens on an annual basis was co-ordinated by Shane O Looney, Acting Principal and staff on the 15th of September 2022. This policy is in accordance with the requirement of the Education Welfare Act 2000 and the code of behaviour guidelines issued by NEWB, the Board of Management of Saint Patrick’s Primary 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.

**RATIONALE**

The School believes that its pupils have the right to learn in a supportive, caring and safe environment without the fear of being bullied.

All institutions, both large and small, contain some numbers of pupils with the potential for bullying behaviour. If a school is well disciplined and organised, it can minimise the occurrence of bullying. The School also has a clear policy on the promotion of good citizenship, where it is made clear that bullying is a form of anti-social behaviour*.*

## BULLYING IS WRONG AND WILL NOT BE TOLERATED

It is important therefore that the School has a clear written policy to promote this belief, where both pupils and parents/guardians are fully aware that any bullying complaints will be dealt with firmly, fairly and promptly**.**

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

* A positive school culture and climate (See Appendix 1) which
* is welcoming of difference and diversity and is based on inclusivity;
* encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment;
* involves collaboration among and between staff & pupils and promotes respectful relationships across the school community;
* encourages the work of the student council in this area
* Effective leadership
* A school-wide approach
* A shared understanding of what bullying is and its impact
* Implementation of education and prevention strategies (including awareness raising measures) that
* 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
* Supports for staff
* Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies)
* Ongoing evaluation of the effectiveness of the anti-bullying policy.

**RELATIONSHIP TO CHARACTERISTIC SPIRIT OF THE SCHOOL**

Bullying affects everyone, not just the bullies and the victims. It also affects those other children who watch, and less aggressive pupils can be drawn in by group pressure. Bullying is not an inevitable part of school life or a necessary part of growing up, and it rarely sorts itself out. It is clear that certain jokes, insults, intimidating/threatening behaviour, written abuse and violence are to be found in our society. No one person or group, whether staff or pupil, should have to accept this type of behaviour. Only when all issues of bullying are addressed, will a child best be able to benefit from the opportunities available at the School.

**AIMS**

* To raise awareness of bullying as a form of unacceptable behaviour with school management, teachers, pupils, parents/guardians.
* To create a school ethos which encourages children to disclose and discuss incidents of bullying behaviour.
* To ensure comprehensive supervision and monitoring measures through which all areas of school activity are kept under observation.
* To develop procedures for noting, investigating and dealing with incidents of bullying behaviour.
* To implement a programme of support for those affected by bullying behaviour and for those involved in bullying behaviour.
* To work with appropriate agencies in countering all forms of bullying and anti bullying behaviour.

**WHAT IS BULLYING**

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

*‘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
* 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 Appendix 1 of the Anti-Bullying Procedures for Primary and Post-Primary Schools and appears as Appendix 2 of this document.

# THE RELEVANT TEACHERS FOR INVESTIGATING AND DEALING WITH BULLYING ARE AS FOLLOWS:

* The class teacher(s) initially
* The principal/Deputy Principal thereafter if necessary

**THE FOLLOWING EDUCATION AND PREVENTION STRATEGIES, AT THE APPROPRIATE AND RELEVANT LEVEL FOR EACH CLASS, WILL BE USED BY THE SCHOOL:**

* Prevention and awareness raising measures across all aspects of bullying and involves strategies to engage pupils in addressing problems when they arise. In particular, such strategies need to build empathy, respect and resilience in pupils
* Provide pupils with opportunities to develop a positive sense of self-worth
* Prevention and awareness raising measures focusing on cyber-bullying by educating pupils on appropriate online behaviour, how to stay safe while online
* Teachers can influence attitudes to bullying behaviour in a positive manner
* There are a number of curriculum components and programmes which are particularly relevant to the prevention of bullying and the promotion of respect for diversity and inclusiveness.
* The SPHE curriculum makes specific provision for exploring bullying as well as the inter-related areas of belonging and integrating, communication, conflict, friendship, personal safety and relationships.
* The Stay Safe & RSE programmes at primary level are personal safety skills programmes which seek to enhance children’s self-protection skills including their ability to recognise and cope with bullying.
* Various other social, health and media education programmes can further help to address the problem of bullying behaviour.
* The work could be extended into many other areas such as Art, Drama, English, Religious Education, and Physical Education. Co-operation and group enterprise can be promoted through team sports, school clubs and societies as well as through practical subjects
* Sporting activities in particular can provide excellent opportunities for channelling and learning how to control aggression. GAA, soccer, rugby, athletics and swimming coaching is offered to some classes from outside agencies and teachers are also involved in coaching the school’s soccer, athletics and GAA teams.

**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:**

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). With this in mind the schools procedures are as follows:

1. In investigating and dealing with bullying, the teacher(s) will exercise his/her/their professional judgement to determine whether bullying has occurred, what type if it has and how best the situation might be resolved
2. All reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher(s). In that way, pupils will gain confidence in ‘telling’. This confidence factor is of vital importance. It should be made clear to all pupils that when they report incidents of bullying, they are not considered to be telling tales but are behaving responsibly
3. 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
4. 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
5. It is very important that all involved (including each set of pupils and parents) understand the above approach from the outset
6. Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents
7. Initial investigations of bullying will be done in class where possible but some incidents might be best investigated outside the classroom situation to ensure the privacy of all involved
8. 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
9. When analysing incidents of bullying behaviour, the relevant teacher(s) 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
10. 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
11. Each member of a group should be supported through the possible pressures that they may face from the other members of the group after interview by the teacher
12. Where the relevant teacher(s) has/have determined that a pupil has been engaged in bullying behaviour, it should be made clear to him/her how he/she is in breach of the school’s anti-bullying policy and efforts should be made to try to get him/her to see the situation from the perspective of the pupil being bullied
13. It may also be appropriate or helpful to ask those involved to write down their account of the incident(s)
14. In cases where it has been determined by the relevant teacher(s) 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. 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
15. 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;
16. Follow-up meetings with the relevant parties involved may 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
17. An additional follow-up meeting with parents of the children involved may take place after an appropriate time to ensure that the matter has been resolved satisfactorily
18. 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
19. 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.

**DISCIPLINARY STEPS:**

1. They will be warned officially to stop offending.
2. Informing the bullies’ parents/guardians: In school diary or by letter or a specific in school meeting.
3. They may be excluded from the School premises at break and/or lunch times.
4. We may arrange for them to be escorted to and from the School premises.
5. If they do not stop bullying they will be suspended for a minor fixed period (one or two days).
6. If they then carry on they will be recommended for suspension for a major fixed period (up to five days) or an indefinite period.
7. For a single serious incident of bullying a child may be suspended without warning—pending the earliest possible consultation with parents.
8. If they will not end such behaviour, they will be requested to appear before a special council of discipline of the school—made up of Chairman of the Board of Management, Principal, class teacher and one other teacher.

**RECORDING**:

Noting and reporting of bullying behaviour is to be documented using the *template for recording bullying behaviour* (Appendix 4). All records must be maintained in accordance with relevant data protection legislation. The school’s procedures for noting and reporting bullying behaviour will adhere to the following:

* While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher(s), the relevant teacher(s) will use his/her/their professional judgement in relation to the records to be kept of these reports, the actions taken and any discussions with those involved regarding same
* If it is established by the relevant teacher(s) that bullying has occurred, the relevant teacher(s) must keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved
* The relevant teacher(s) must use the recording template at Appendix 4 to record the bullying behaviour which is available on the server

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

If bullying is suspected we talk to the suspected victim, the suspected bully and any witnesses. If any degree of bullying is identified, help, support and counselling will be given as is appropriate to both the victims and the bullies:

We support the victims in the following ways:

* By offering them an immediate opportunity to talk about the experience with their class teacher, or another teacher if they choose.
* Informing the victims’ parents/guardians.
* By offering continuing support when they feel they need it.
* Arrange for them to be escorted to and from the School premises.
* By taking one or more of the eight disciplinary steps described below to prevent more bullying.

We also discipline, yet try to help the bullies in the following ways:

* By talking about what happened, to discover why they became involved.
* Informing the bullies’ parents/guardians.
* By investigating appropriate support from Health Services—i.e. Child Care, Tusla etc.
* By continuing to work with the bullies in order to get rid of prejudiced attitudes as far as possible.
* Teaching of specific lessons on self esteem and use of specific programme such as Friends for Life in SPHE. Anger management and self esteem programmes used when necessary in a SEN Setting
* By taking one or more of the eight disciplinary steps described above to prevent more bullying

**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.

**ROLES & RESPONSIBILITIES**

**Board of Management**

The Board of Management of Saint Patrick’s Primary School has a role to play in the maintenance of desirable standards of behaviour in our school. It will support the Principal in the application of a fair code of discipline within the school.

The BOM was consulted in the drafting and reviewing of the anti-bullying policy. The BOM has a major role to play in dealing with serious incidences of bullying as these incidents may be referred to it for discussion and periods of suspension may follow such incidents.

**The Board of Management must also**

* Provide a safe and comfortable environment
* Support the Principal and Staff in the implementation of the policy
* Ratify the policy

**Principal**

* Promote a positive climate in the school
* Ensure the Anti-Bullying Policy is implemented in a fair and consistent manner
* Arrange for a review as required

**Teachers**

* Create a safe working environment for each pupil in his/her class.
* Deal appropriately with reports of instances of bullying
* Keep a record of instances of bullying
* Communicate with parents when necessary and provide reports on matters of mutual concern.

**Pupils**

* Avoid behaving in any way which would hurt others.
* Avoid all nasty remarks, swearing and name-calling.
* Include other pupils in games and activities.
* Report any instances of bullying

**Parents**

* Be familiar with the Ant-Bullying Policy and support its implementation.
* Co-operate with teachers in instances where their child’s behaviour is causing difficulties for others.
* Communicate with the school in relation to any problems which may affect child’s progress/behaviour.

**REFERENCE TO OTHER POLICIES**

The following school policies support our Anti-Bullying Policy

* SPHE plan
* Code of Behaviour
* Record keeping Policy
* Health & Safety
* Special Educational Needs Policy
* Data Protection Policy
* Acceptable Use Policy

**SUCCESS CRITERIA**

Success of our Anti-Bullying Policy will be indicated by

* Positive feedback from teachers, parents and pupils
* Observation of behaviour in the school yard, corridors and classrooms.

**RATIFICATION & COMMUNICATION**

This policy has been made available to school personnel, published on the school website and provided to the Parents’ Association. A copy of this policy will be made available to the Department and the Patron if requested.

This policy was ratified by the Board of Management on the 30th of September 2021 after its review by the staff and Parents’ Association.

**IMPLEMENTATION DATE**

This policy is currently in force throughout the school.

**TIMETABLE FOR REVIEW**

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 will be otherwise 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.

Signed: Cyril O Neill Signed: Shane O Looney

(Chairperson of Board of Management) (Principal)

Date: 30.09.21 Date: 30.09.21

Date of next review: Start of School Year 2022-2023

**Reference Section**

* + Anti Bullying Procedures for Primary and Post Primary Schools September 2013
  + Department of Education and Science Guidelines on Countering Bullying Behaviour in Primary and Post Primary Schools (1993) available on DES website [www.irlgov.ie/educ](http://www.irlgov.ie/educ)
  + Stay Safe and Walk Tall Programmes
  + Responding to Bullying. First Steps for Teachers. The Cool School Programme. NE Health Board
  + Investigating and Resolving Bullying in Schools. The Cool School Programme. NE Health Board
  + Stop it! Steps to Address Bullying. Wexford Education Network. Wexford Area Partnership. Phone: 053 23994
  + Anti-Bullying Unit. Trinity College. Dr. Mona O Moore.
  + Achieving Positive Behaviour. A Practical Guide. Patricia Dwyer. Marino
  + Working Together. Procedures and Policies for Positive Staff Relations. INTO, 2000
  + Code of Practice on the Prevention of Workplace Bullying. HSA, 2002
  + Circular 20/90 on Discipline
  + Circular 22/02 Appeals Procedures under Section 29 of the Education Act, 1998.
  + Education Act, 1998 Section 15 (2(d))
  + Education (Welfare) Act, 2000 Section 23(1 -5), 24 (1-5)
  + Management Board Members’ Handbook. Revised 2007. CPSMA.
  + Report to the Minister of Education Niamh Breathnach, T.D. on Discipline in Schools. Maeve Martin Spring 1997. Ch. 4 p.56-61 Recommendations for Schools

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.

1. Support the establishment and work of student council

Appendix 2

**What is bullying? Cad is Bullaíocht ann ?**

Bullying can occur through several types of anti-social behaviour. It is any action which sets out to frighten or hurt another child. It can be:

1. **Physical**

This behaviour includes pushing, shoving, punching, spitting, kicking, poking and tripping people. It may also take the form of severe physical assault. While pupils often engage in ‘mess fights’, they can sometimes be used as a disguise for physical harassment or inflicting pain

1. **Verbal**

Verbal abuse can take the form of name calling or threats of any kind. It can take the form of hurtful sneering/teasing—very often this hurtful sneering is seen as mere fun or ‘MESSING’ by the child who does it. In many cases this occurs while the bully is ‘showing off’ to his/her ‘pals’. The bully may even need convincing that any harm is being done—to him/ her it is just a ‘mess’ This type of bullying may be directed towards gender, ethnic origin, physical/social disability, or particular type of personality, etc.

1. **Name calling**

Persistent name-calling directed at the same individual(s) that hurts, insults or humiliates should be regarded as a form of bullying behaviour. Often name calling of this type refers to physical appearance, e.g. size or clothes worn. Accent or distinctive voice characteristics may attract negative attention. Academic ability can also provoke name calling. This tends to operate at two extremes. There are those who are singled out for attention because they are perceived to be weak academically. At the other extreme there are those who, because they are perceived as high achievers are also targeted

1. **Intimidation**:

Some bullying behaviour takes the form of intimidation. It may be based on the use of very aggressive body language with the voice being used as a weapon. Particularly upsetting can be a facial expression which conveys aggression and/or dislike.

1. **Isolation/exclusion and other relational bullying**

A child can be bullied simply by being excluded from discussions/activities, with those they believe to be their friends. This occurs where a certain person is deliberately isolated, excluded or ignored by some or all of the class group. This practice is usually initiated by the person engaged in bullying behaviour and can be difficult to detect. It may be accompanied by writing insulting remarks about the pupil in public places, by passing around notes about or drawings of the pupil or by whispering insults about them loud enough to be heard. Relational bullying occurs when a person’s attempts to socialise and form relationships with peers are repeatedly rejected or undermined. One of the most common forms includes control: ‘Do this or I won’t be your friend anymore’(implied or stated), a group ganging up against one person (girl or boy), non-verbal gesturing, malicious gossip, spreading rumours about a person or giving them the ‘silent treatment’.

1. **Damage to property or theft**

Personal property can be the focus of attention for bullying behaviour. This may result in damage to clothing, mobile phone or other devices, school books and other learning material or interference with a pupil’s locker or bicycle. The contents of school bags and pencil cases may be scattered on the floor. Items of personal property may be defaced, broken, stolen or hidden Physical threats may be used by bullies in order that the pupil hand over property or money to them

1. **Extortion:**

Demands for money may be made, often accompanied by threats (sometimes carried out in the event of the targeted pupil not delivering on the demand). A pupil may also be forced into theft of property for delivery to another who is engaged in bullying behaviour

1. **Cyberbullying**

This type of bullying is increasingly common and is continuously evolving. It is bullying carried out through the use of information and communication technologies such as text, social network sites, email, instant messaging (IM), apps, gaming sites, chat rooms and other online technologies. Being the target of inappropriate or hurtful messages is the most common form of online bullying. As cyber-bullying uses technology to perpetrate bullying behaviour and does not require face-to face-contact, cyber-bullying can occur at any time (day or night). Many forms of bullying can be facilitated through cyber-bullying. For example, a target may be sent homophobic text messages or pictures may be posted with negative comments about a person’s sexuality, appearance etc.

Appendix 3

# The education and prevention strategies that will be used by the school are as follows:

# *Remember that your silence is the bully’s greatest weapon! Bullies are afraid of one thing—they are afraid you will tell—so tell someone—always tell some one.*

# AS A YOUNG PERSON/CHILD:

# If you are being bullied

1. Tell yourself that you do not deserve to be bullied, and that it is WRONG!
2. Be proud of who you are. It is good to be individual.
3. Try not to show that you are upset. It is hard but a bully thrives on someone’s fear.
4. Stay with a group of friends/people. There is safety in numbers.
5. Be assertive - shout "No!" Walk confidently away. Go straight to a teacher or member of staff.
6. Fighting back may make things worse. If you decide to fight back, talk to a teacher or parent/guardian first.
7. Generally it is best to tell an adult you trust straight away. You will get immediate support.
8. The teachers will take you seriously and will deal with bullies in a way which will end the bullying and will not make things worse for you.

**If you know someone is being bullied:**

* TAKE ACTION! Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.
* If you feel you cannot get involved, tell an adult IMMEDIATELY. Teachers have ways of dealing with the bully without getting you into trouble.
* Do not be, or pretend to be, friends with a bully.

**AS A PARENT:**

* Look for unusual behaviour in your children. For example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their normal standard.
* Always take an active role in your child’s education. Enquire how their day has gone, who they have spent their time with, how lunch time was spent etc.
* If you feel your child may be a victim of bullying behaviour, inform the School IMMEDIATELY. Your complaint will be taken seriously and appropriate action will follow.
* It is important that you advise your child not to fight back. It can make matters worse!
* Tell your own son or daughter there is nothing wrong with him or her. It is not his or her fault that they are being bullied.
* Make sure your child is fully aware of the School policy concerning bullying, and that they will not be afraid to ask for help.

***‘Saint Patrick’s Primary School does not welcome Bullies !!’***

**AS A SCHOOL:**

* Organise the community in order to minimise opportunities for bullying, e.g. provide increased supervision at problem times.
* Use any opportunity to discuss aspects of bullying, and the appropriate way to behave towards each other, e.g. the RSE / Bí Folláin/Stay Safe programme.
* Deal quickly, firmly and fairly with any complaints, involving parents where necessary.
* Review the School Policy and its degree of success.
* The School Staff will continue to have a firm but fair discipline structure. The rules should be few, simple and easy to understand.
* Not use teaching materials or equipment which give a bad or negative view of any group because of their ethnic origin, sex, etc.
* Encourage pupils to discuss how they get on with other people and to form positive attitudes towards other people. This includes a review of what friendship really is.
* Encourage pupils to treat everyone with respect.
* We will treat bullying as a serious offence and take every possible action to eradicate it from our School**.**

**Appendix 4**

**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(s) |  |
| Parent |  |
| Teacher |  |
| Other |  |
|  |  |

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

|  |  |
| --- | --- |
| Playground |  |
| Classroom |  |
| Corridor |  |
| Toilets |  |
| Other |  |
|  |  |

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

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**8. Details of actions taken**

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Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Relevant Teacher 1)

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Relevant Teacher 2)

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