**School Position on Bullying**

The St. Colmcille’s school community believes that each pupil has a right to an education free from fear and intimidation.

The teachers in this school together with otherstaff members seek, on an ongoing basis, to cultivate an environment in the school that is free from bullying.

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

Every report of bullying is treated seriously and dealt with, having due regard for the well being of the targeted pupil(s) and the perpetrator(s).

The immediate priority, should a bullying situation arise, is ending the bullying, (*thereby protecting the person(s) being targeted*) and resolving the issues and restoring the relationships involved insofar as is practicable using a ‘Reform, not Blame’ approach.

All pupils are expected to contribute to the creation and maintenance of a safe environment in the school. On becoming aware of any bullying situation in or outside the school, involving or having an impact on members of the school community, they should notify a trusted responsible adult. Bullying behaviour is too serious not to report.

Pupils’ participation in school life in general is encouraged through existing school structures. Awareness of bullying, and willingness to take action to prevent or stop it, is part of this participation.

**Anti-Bullying Policy**

1. In accordance with the requirements of the *Education (Welfare) Act 2000* and the code of behaviour guidelines issued by the NEWB, the Board of Management of St. Colmcille’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.
2. The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:

* A positive school culture and climate which –
* 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;
* 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;
* Effective supervision and monitoring of pupils;
* Supports for staff;
* Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
* On-going evaluation of the effectiveness of the anti-bullying policy

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

***Bullying is unwanted negative behaviour, verbal, psychological or physical conducted by an individual or group against another person (or persons) and which is repeated over time.***

The following types of 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.

This definition includes a wide range of behaviour, whether verbal or written, whether physical or social, whether targeting person or property, whether carried out directly or indirectly or through any electronic or other medium, which could harm a pupil or undermine her/his self-esteem or self-confidence.

Appendix 1 gives a list of specific examples of bullying behaviour. This list is not exhaustive.

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

1. The ‘Relevant Teacher(s)’ for investigating and dealing with bullying in this school this year (as required in Procedures, Appendix 1 – *Template Anti-Bullying Policy* section 4) are indicated in Appendix 4 below.

(*‘At primary level, the relevant teacher will normally be the class teacher.’* Procedures 6.8.3)

1. The education and prevention strategies (including strategies specifically aimed at cyber-bullying and identity based bullying) used by the school include both of the following:

* The anti-bullying module of the SPHE programme as it applies during each school year, particularly the relevant exercises from the “*Walk Tall*” and “*Stay Safe*” programmes, and
* Awareness-raising exercises from the ‘Awareness-Raising’ strand of the *Anti-Bullying Campaign* programme, pro-actively explaining the nature and variety, causes, negative consequences and unacceptability of bullying.

Using a combination of exercises from these programmes on a monthly basis, pupils will experience approximately 10 short awareness-raising exercises each year. In the process:

* Pupils are helped to examine the issue of bullying in a calm rational way, outside of the tense context of particular bullying situations and so become more aware of the nature of bullying and the various forms that it can take.
* Pupils are made aware that the consequences of bullying behaviour are always bad for those who are targeted, even if this is not always obvious at the time.
* Pupils are encouraged to recognise, reject and report bullying behaviour, either spontaneously or through surveys that are regularly used in the school each year – e.g. a survey of all pupils who can read and write every half-term.

Through presentations or other exercises, the school staff and parents/guardians are made aware of the nature of bullying and the signs that might indicate that a pupil is being bullied. They are encouraged to be vigilant in watching out for signs of bullying and to report any suspicion of bullying they may have to the ‘Relevant Teacher’ (in the case of staff members) or any staff member (in the case of parents/guardians).

Through regular reports in school newsletters and other communications, as well as at meetings with parent/guardian groups, parents/guardians are regularly informed of the anti-bullying activities of the school and encouraged to support its work.

* An annual anti-bullying/friendship day/week (*if applicable*),

1. The school’s procedures for uncovering, investigation, follow-up and recording of bullying behaviour, and the established intervention strategies used by the school for dealing with cases of bullying behaviour, (e.g. the “4 Essential Steps” approach available from the *‘Resolving Bullying Situations’* section of the *Anti-Bullying Campaign website*) are as follows:

* The ‘Relevant Teacher’ investigates all instances of reported or suspected bullying behaviour, whether these take place within the school or outside it but with an impact within it, with a view to establishing the facts and bringing any such behaviour to an end.
* Since bullying is often hidden from teachers and not reported, but pupils “see everything,” surveys are regularly used (e.g. every half-term) to uncover possible bullying situations, allowing pupils to suggest to their teacher who s/he should talk to in relation to these.
* The School, through the ‘Relevant Teacher’ reserves the right to ask any pupil to write an account of what happened, as part of an investigation. This will be a standard procedure and does not necessarily imply that any pupil is guilty of misbehaviour.
* Pupils who are alleged to have been involved in bullying behaviour are interviewed by the ‘Relevant Teacher,’ acting *in loco parentis,* to establish the nature and extent of the behaviour and any reasons for it. In the event that they have been involved in bullying behaviour they are asked to sign a binding promisethat they will treat all pupils fairly, equally and respectfully including the targeted pupil(s).
* The 'Relevant Teacher’ does not apportion blame but rather treats bullying behaviour as something that can and must be remedied. S/he emphasises that the intention is not to punish perpetrators but to talk to them, to explain how harmful and hurtful bullying is and to seek a promise that it will stop. If that promise is forthcoming and is honoured there will be no penalty and that will be the end of the matter.Pupils who report bullying therefore are not getting others ‘in trouble’ but rather enabling them to get out of trouble into which they may ultimately get if the bullying continued.
* When an investigation is completed and/or a bullying situation is resolved the 'Relevant Teacher' will complete a report, to include the findings of the investigation, the strategy adopted and the outcome of the intervention, as well as any other relevant information.
* If a pupil has signed such a promise but then chooses to break that promise and continue the bullying behaviour, parent(s)/guardian(s) will be informed, at that “early stage,” (Procedures 6.8.9. (xiv)) and requested to countersign their child’s promise. Breach of this additional promise by further bullying behaviour would be regarded as a very grave matter and a sanction may be imposed by the school authorities (See sanctions below).
* All documentation regarding bullying situations and their resolution is retained securely in the school.
* Sanctions:

Where a pupil has been found to be engaged in bullying behaviour, has formally promised to stop and has broken that promise, any of the following sanctions may be imposed:

* For (first) breach of promise – i.e. a resumption of bullying behaviour – s/he may be required to sign another promise, this time countersigned by a parent/guardian;
* In the unlikely event of a further (second) breach of promise – i.e. a resumption of bullying behaviour – the ‘Relevant Teacher’ may contact parent(s)/guardian(s) to inform them of the nature and extent of the bullying behaviour, to discuss the matter with them with a view to coming to a better understanding the reasons for the bullying behaviour, to suggest actions to be taken to help meet their child’s needs and to agree a strategy whereby a promise to end the bullying behaviour would be honoured;
* In the highly unlikely event of a further (third) breach of promise – parent(s)/ guardian(s) may be invited to a meeting with the ‘Relevant Teacher’ and the Principal and a sanction may be imposed in accordance with the Code of Behaviour of the school.
* In the extremely unlikely event of a further (fourth) breach of promise – the case may be referred to the Board of Management and a further sanction may be imposed in accordance with the Code of Behaviour of the school.

The school’s programme of support for working with pupils affected by bullying is as follows:

* For bullied pupils (as required under Procedures 5.2.2 (vii) and Appendix 1. 7.):
* Ending the bullying behaviour,
* Changing the school culture through ongoing awareness-raising to (a) foster more respect for bullied pupils and for all pupils and (b) foster greater empathy towards, and support for, bullied pupils,
* Indicating clearly that the bullying is not the fault of the targeted pupil (a reassurance bullied pupils often need), through ongoing awareness-raising and through the speedy identification of those involved in bullying and speedy resolution of bullying situations and, after resolution, enabling bullied pupils to complete a victim-impact statement,
* Making adequate support and/or counseling facilities available to pupils who need them (who seem less resilient and are slower to recover, make friends and enjoy school life again), within or outside the school as applicable, in a timely manner,
* 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).
* Implementing a ‘buddy system’ in the school (*if applicable*).
* For bullying pupils: (as required under Procedures 5.2.2 (vii)):
* Making it clear that bullying pupils who reform are not blamed or punished and get a ‘clean sheet,’
* Making it clear that bullying pupils who reform are doing the right and honorable thing and giving them praise for this,
* seeking other ways to “catch them doing the right thing” and giving appropriate praise,
* Supporting them to overcome learning difficulties through Support Staff provision and to overcome emotional and/or social difficulties through class management and pastoral care within the school,
* Helping those whose self-esteem is low by encouraging them to become involved in activities that 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 pupils’ feelings of self-worth, including creating opportunities to use appropriate praise,
* 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 seeking resolution and offering a fresh start with a ‘clean sheet’ and no blame in return for keeping a promise to reform.
* Making adequate support and/or counselling facilities available to help remedy underlying issues for those who need them, within or outside the school as applicable, and to help them learn to meet their needs without violating the rights of others,

1. 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.

1. 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 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.
2. This policy was adopted by the Board of Management on 3rd October 2018 and is reviewed annually, see appendix 3 .
3. This policy has been made available to school personnel, published on the school website (*or where none exists, is otherwise readily accessible to parents and pupils on request*) and provided to the Parents’ Association (where *one exists*). A copy of this policy will be made available to the Department of Education and Skills and to the patron if requested.

12. This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website (*or where none exists, be otherwise readily accessible to parents and pupils on request*) and provided to the Parents’ Association (*where one exists*). A record of the review and its outcome will be made available to the Department of Education and Skills and to the patron if requested.

**Appendices:**

Appendix 1A Template for **reporting** bullying behaviour – to be filled after 20 days if the incident of bullying has not been satisfactorily addressed.

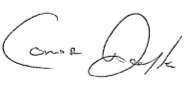
Appendix 1B Template for **recording** bullying behaviour

Appendix 2 gives a list of specific examples of bullying behaviour.

Appendix 3 is a checklist for annual review of the anti-bullying policy

Appendix 4 is a list of The ‘Relevant Teacher(s)’ for investigating and dealing with possible bullying situations in this school

Appendix 5 is a letter for parents to help deal with cyber-bullying

Signed: C:\Users\St. Colmcilles NS\Pictures\Screenshots\Screenshot (26).png Signed: 

(Chairperson of Board of Management) (Principal)

Date: 3rd / 10/ 2018 Date: 3/ 10 /18

Date of next review:

* October 2019 ✔
* October 2020 ✔
* October 2021 ✔
* October 2022 ✔
* October 2023 ✔
* October 2024

**Appendix 1**

**Template for reporting 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**

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**3. Source of bullying report**

* Pupil concerned
* Other Pupil
* Parent
* Teacher
* Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**4. Location of incidents**

* Playground
* Classroom
* Corridor
* Outside of School
* Other \_\_\_\_\_\_\_\_\_\_\_\_

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

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

**6. Type** **of Bullying Behaviour**

* 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**

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**9. Details of actions taken**

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

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

**Appendix 1B**

**Template for recording bullying behaviour**

**1. Name of pupil being bullied and class group**

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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

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

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

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**4. Details of actions taken**

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**4. Outcome**

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

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Parent/Guardian) Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Appendix 2 – Examples of Bullying Behaviour***

***Bullying (Deliberate, Repeated, Hurtful Behaviour) 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 jokes

Knowingly spreading rumours

Belittling others’ efforts, their enthusiasm or their new ideas

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 3**

**Checklist for annual review of the anti-bullying policy**

***The Board of Management 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.***

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 4***

**The ‘Relevant Teacher(s)’ for investigating and dealing with possible bullying situations in this school**

**(as required in *Anti-Bullying Procedures for Primary and Post Primary Schools*, 2013**

**Appendix 1 – *Template Anti-Bullying Policy,* section 4)**

(*‘At primary level, the relevant teacher will normally be the class teacher.’* Procedures 6.8.3)

* Ms./Mr. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class,
* Ms./Mr. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class,
* Ms./Mr. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class.
* Ms./Mr. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class,
* Ms./Mr. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class,
* Ms./Mr. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class.
* Ms./Mr. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class,
* Ms./Mr. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class,
* Ms./Mr. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class.
* Ms./Mr. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class.
* Ms./Mr. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class.
* Ms./Mr. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class,
* Ms./Mr. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class,

***PROTECT YOURSELF FROM CYBERBULLYING***

**BY COMPUTER**

## Be careful, be respectful, the Internet is forever:

* 1. Always protect your Name, Identity and Reputation
  2. Always be respectful to others when posting material online.
  3. The Internet is a useful invention but it can be abused if people use it to bully others (cyberbullying). (d) Cyberbullying can be stopped.

## Do not respond to cyberbullying but keep the evidence:

1. Never reply to online bullying or harassment.
2. Put yourself in control. Keep the evidence in case you need it. **Then . . .**

## Avoid cyberbullying on a social networking site,

When you first sign up to a social networking site protect yourself by adjusting your Privacy Settings. **Only allow people you trust to view your profile and posts.**

**If you are having a problem with unwelcome or bullying comments or other material** click on the "Report/Block User" link below information posted on the site e.g. a picture.

All social networking sites should also have privacy and safety settings. Social networking sites that do not have them should be avoided.

## Email:

**Do not respond to unwelcome or bullying emails**. Save and print them as evidence and if the bullying continues you can take them to the Gardaí (Police).

***PROTECT YOURSELF FROM CYBERBULLYING***

## BY MOBILE PHONE

**Useful tips to help prevent cyberbullying by mobile phone:**

* + Always use a password/PIN to open your phone for use and tell nobody the password/PIN except your parents or guardians.
  + Keep your phone number secret from anyone who cannot be totally trusted.
  + Never pass someone's phone number on to a third party.
  + Do not send pictures of yourself or others or personal messages by phone to anyone who cannot be totally trusted not to pass them on to someone else, someone who may be friendly with them but not with you.

## If someone gets your phone number and starts making unwelcome calls or sending unwelcome messages or pictures to you, no matter how annoyed or upset you are do not reply, do not delete the pictures or messages and do not remove a record of the calls from your phone's log. Instead, tell a parent, a teacher or other adult you trust and BLOCK THE NUMBER OF THE SENDER

**To block a phone number that is used to send you unwanted phone calls, whether anonymous or not:**

1. Keep a record of the times and dates of the calls (do not delete them from your phone's "call log"), whether you recognise the phone number or not.
2. If your phone is off or on silent and any audio message is left do not delete this message either.
3. Contact the Gardaí (Police) and give them the details of times and dates of calls and any audio messages left.
4. They can then contact the service provider and have the number blocked as well as, if necessary, dealing with the sender.