Phone/Fax: 059 9721021
Email: royaloakroad.ias@eircom.net
www.stmarysnsbagenalstown.ie

ST. MARY'S NATIONAL SCHOOL
BAGENALSTOWN, CO. CARLOW

Roll No: 11135K
Principal: Ms Sylvia Eades
Chairperson BoM: Mr. Jim Brown

School Position on Bullying

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

The 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 it does not tolerate bullying of any kind.

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

The immediate priority, should a bullying incident occur, 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 members of the school community they should notify a trusted 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. Mary's National School, Bagenalstown 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-
    o is welcoming of difference and diversity and is based on inclusivity;
    o encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
    o promotes respectful relationships across the school community; (See **Appendix 1 (i)** Key elements of a positive school culture and **Appendix 1 (ii)** Practical Tips for building a school culture and climate)
- 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-
    o Build empathy, respect and resilience in pupils; and

- o 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); and
- On-going evaluation of the effectiveness of the anti-bullying policy.

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

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

The following types of bullying behaviour are included in the definition of bullying:

- ➢ deliberate exclusion, malicious gossip and other forms of relational bullying,
- ➢ cyber-bullying and
- ➢ identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.

Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's code of behaviour.

However, in the context of this policy, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

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

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 an electronic or other medium, which could harm a pupil or undermine his/her self-esteem or self-confidence.

Appendix 2 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.

4. The relevant teacher(s) for investigating and dealing with bullying is (are) as follows:

- ▪ All class teachers – for their own class groupings
- ▪ The LS/ RT to support the class teachers or where a pupil with SEN is involved
- ▪ The principal as necessary

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

5. The education and prevention strategies (including strategies specifically aimed at cyber- bullying and identity-based bullying including in particular, homophobic and transphobic bullying) that will be used by the school are as follows:

- A school-wide approach to fostering of respect for all members of the school community
- The promotion of the value of diversity to address issues of prejudice and stereotyping, and highlight the

2

unacceptability of bullying behaviour.
- Fostering and enhancing the self-esteem of all our pupils through curricular and extra-curricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.
- Whole staff professional development on bullying to ensure that all staff develops and awareness of what bullying is, how it impacts on pupils' lives and the need to respond to it – prevention and intervention.
- Professional development with specific focus on training the relevant teacher(s)
- Supervision and monitoring of classrooms, corridors, school grounds, school tours and extra-curricular activities. Non-teaching staff and ancillary staff to be encouraged to be vigilant and report issues to the relevant teachers. Supervision will apply to monitoring pupil use of communication technology within the school.
- Working to build positive school culture and climate (Appendix 1 (ii))
- An Bullying awareness Day/ Week to be held throughout the school/ with parent participation
- Awareness of the particular needs of SEN pupils
    - Individual behaviour contracts, as part of IPLP's
    - Work to improve inclusion, focusing on developing social skills
    - Particular attention to key moments e.g. transition to secondary school
- School-wide awareness and training on all aspects of bullying – to include pupils, parents/guardians and the wider school community – e.g. Sticks & Stones anti- bullying awareness programme and talk for parents
- Development and promotion of the Anti- Bullying code through display publicly in classrooms and in common areas of the school – signs/ posters etc.
- The school's anti-bullying policy is discussed with pupils and all parents/guardians are given a copy as part of the enrolment process for each child. Reviewed/updated policies are made available to parents.
- Regular whole school awareness measures. At least five awareness-raising exercises per school year for each class group (as outlined in the Awareness-Raising Strand of the Anti-Bullying Campaign), pro-actively explaining the nature and variety, causes, consequences and unacceptability of bullying.
    - Pupils are helped to examine the issue of bullying in a calm, rational way, outside of the tense context of particular bullying incidents. In the process they are made 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 questionnaires that are regularly used in the school.
- Encourage a culture of telling, with particular emphasis on the importance of bystanders. In that way pupils will gain confidence in 'telling'. This confidence factor is of vital importance. It should be made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly.
- Ensuring that the pupils know who to tell and how to tell e.g.
    - Direct approach to teacher at an appropriate time e.g. after class
    - Hand note up with homework
    - Anti-bully/ Niggle Box
    - Get a parent/friend to tell on your behalf
    - Administer a confidential questionnaire regularly to all pupils
    - Ensure bystanders understand the importance of telling if they witness
    - Encourage parents/guardians to approach the school if they suspect that their child is being bullied. In the first instance, this should be done by arranging a meeting with the Relevant Teacher
- Opportunities within curriculum areas and curricular initiatives – may include the following and any other opportunities which may arise:
    - Use of SPHE time – Walk Tall, Stay Safe, RSE, Follow Me, etc.
    - In-class work e.g. circle time, work to develop self-esteem
    - Use of novels and literature e.g. Adam's Starling
    - Contracts for Classroom Code (classroom rules), Drama, Sports and Swimming
    - Theatre trips including performances relating to bullying e.g. Barnstorm Theatre

- o Whole school assemblies where the theme of bullying may be explored.
- o There is space within all subjects to foster attitudes of respect for all, to promote the value of diversity, to address prejudice and stereotyping and to highlight the unacceptability of bullying behaviour. Co-operative and group activities can be promoted through sports and PE activities; a buddy system, mentoring, lunchtime pals system to support pupils and encourage a culture of peer respect and support.
- o The SPHE and RSE programmes in particular provide opportunities to discuss identity-based bullying behaviour.
- Implementation of curricula:
  - o The anti-bullying module of the SPHE programme as it applies during each school year. The full implementation of the SPHE, RSE and Stay Safe Programmes
  - o Continuous professional development for all staff in delivering these programmes
  - o School wide delivery of lessons on bullying from evidence based programmes e.g. Walk Tall
- Links to other policies:
  Code of Behaviour; Child Protection; Supervision of Pupils; IT Acceptable Use Policy; Attendance Policy

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 pupils is being bullied. They are encouraged to be vigilant in watching out for the signs of bullying and to report any suspicion of bullying they may have to the 'Relevant Teacher' (in the case of teachers) or to 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 activities of the school 'Anti-Bullying Team' and encouraged to support its work.

6. The primary aim in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame);

The school's procedures 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:

Reporting Bullying Behaviour:

- Any pupil or parent may bring a bullying incident to any teacher in the school.
- All reports, including anonymous reports of bullying, will be investigated and dealt with by the 'Relevant Teacher'.
- Teaching and non-teaching staff such as secretary, SNAs, cleaner etc. must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher.

Investigating and dealing with Incidents:

- In investigating and dealing with bullying, the relevant teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved;
- Parents/guardians and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as practicable, the relationships of the parties involved as quickly as possible;
- Teachers should take a calm, unemotional problem-solving approach;
- Where possible, incidents should be investigated outside the classroom situation to ensure the privacy of all involved;
- All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way;

- When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, when, where, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner;
- If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements;
- Each member of a group should be supported through the possible pressures that may face them from the other members of the group after the interview by the teacher; It may be appropriate or helpful to ask those involved to write down their account of the incidents;
- The 'Relevant Teacher' investigates all instances of reported or suspected bullying behaviour, whether these take place within the school or outside it, with a view to establishing the facts and bringing any such behaviour to an end.
- The School, through the 'Relevant Teacher' reserves the right to ask any pupil to write and account of what happened, as part of an investigation. This be will be a standard procedure and does not necessarily imply that a pupil is guilty of misbehaviour.
- Pupils who are alleged to have been involved in bullying behaviour are interviewed by the 'Relevant Teacher' 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 promise that 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 a 'mistake' that can and must be remedied. She 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' so much as 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 other relevant information. (Appendix 3 & Appendix 4)
- 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 situations from the perspective of the pupil being bullied;
- If a pupil has signed such a promise but then chooses to break that promise and continue the bullying behaviour, this can then no longer be considered a 'mistake'. In this event parent(s)/ guardian(s) will be contacted to inform them of the matter and explain the actions being taken (by reference to the school policy). The school should give the parent/guardian an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports provided to pupils.
- The parent/guardian will be requested to countersign their daughter/son's promise. Breach of this additional promise by further bullying behaviour is regarded as a very grave matter and a serious sanction may be imposed by the school authorities. (See sanctions below)
- All documentation regarding bullying incidents and their resolution is retained securely in school.
- It must also be made clear to all involved (each set of pupils and parents/guardians) that in any situation where disciplinary sanctions are required, this is private matter between the pupils being disciplined, his/her parents and 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:
    o s/he may be required to sign another promise, this time countersigned by a parent/guardian
    o parent/ guardian may be contacted by the 'Relevant Teacher' and informed of the nature and extent of the bullying behaviour with a view to agreeing a strategy whereby a promise to end the bullying behaviour would be honoured
    o parents/guardians may be invited to a meeting with the 'Relevant Teacher' and the Principal

- the case may be referred to the Board of Management and the pupil may be suspended or expelled from the school.

<u>Follow up and recording:</u>

- In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of his/her professional judgement, take the following factors into account:
  - Whether the bullying behaviour has ceased
  - Whether any issues between the parties have been resolved as far as is practicable
  - Whether the relationships between the parties have been restored as far as is practicable
  - Any feedback received from the parties involved, their parents /guardians or the school Principal/Deputy Principal
- Follow-up meetings with the relevant parties involved should be arranged separately with a view to possibly bringing them together at a later date, if the pupil who has been bullied is ready and agreeable.
- Where a parent/guardian is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent/guardian must be referred, as appropriate to the school's complaints procedures. (Ref: Communications Procedures)
- In the event that a parent/guardian has exhausted the school's complaints procedure and is still not satisfied, the school must advise the parent/guardian of their right to make a complaint to the Ombudsman for Children.

<u>Recording of Bullying Behaviour:</u>

It is imperative that all recording of bullying incidents must be done in an objective and factual manner.

The schools procedures for noting and reporting bullying behaviour are as follows:

Informal – pre-determination that bullying has occurred

- All staff must keep a written record of any incidents witnessed by them or notified to them. These records are made on the incident forms (readily available in the staff room) and given to the Relevant Teacher
- All reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher. The relevant teacher must keep a written record of the reports, the actions taken and any discussions with those involved regarding same. These records are stored in the school's secure storage area.
- The relevant teacher must inform the principal of all incidents being investigated (informal)

Formal Stage 1 – determination that bullying has occurred

- If it is established by the relevant teacher that bullying has occurred, the relevant teacher must keep appropriate written records with will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.
- These records are to be retained in a file in the school's secure storage area

Formal Stage 2 – Appendix 3

The relevant teacher must use the recording template at **Appendix 3** to record bullying behaviour in the following circumstance:

- in cases where he/she considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour occurred;

When the recording template is used, it must be retained by the relevant teacher in question and a copy maintained by the principal. While the child attends the school, these records are maintained in accordance with the school's Data Protection/Retention Policy. When the pupil leaves the school they are retained in the archived child's file.

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

- All in-school supports and opportunities will be provided for the pupils affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience e.g. group work/ circle time, pastoral care system
- If pupils require counselling or further supports, the school will endeavour to liaise with the appropriate agencies to organise the same. This may be for the pupil affected by bullying or involved in the bullying behaviour e.g. Rainbows, CAMHS, NEPS
- Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.
- Bullied Pupils:
  o Ending the bullying behaviour
  o Changing the school culture to foster more respect for bullied pupils and all pupils
  o Changing the school culture to foster greater empathy towards and support for bullied pupils
  o Indicating clearly that the bullying is not the fault of the targeted pupil through the awareness-raising programme
  o Indicating that the bullying is not the fault of the targeted pupil through the speedy identification of those responsible and speedy resolution of bullying situations
  o After resolution, enabling bullied pupils to complete a victim-impact statement
  o Endeavouring to make adequate counselling facilities available to pupils who need it in a timely manner
  o 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)
  o Implementing a 'buddy system' in the school
- Bullying Pupils:
  o Making it clear that bullying pupils who reform are not blamed or punished and get a 'clean sheet'
  o Making it clear that bullying pupils who reform are doing the right and honourable thing and giving them praise for this
  o Making adequate counselling facilities available to help those who need it learn other ways of meeting their needs besides violating the rights of others
  o Helping those who need to 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)
  o Using learning strategies throughout the school and the curriculum to help enhance pupils' feelings of self-worth
  o In dealing with negative behaviour in general, encouraging teachers and parents to focus on, challenge and correct the behaviour while supporting the child
  o 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.

8. Supervision and Monitoring of Pupils

The Board of Management confirms that appropriate supervision and monitoring policies and practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible.

9. Prevention of Harassment

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

10. This policy was adopted by the Board of Management on _____ [date].

11. This policy has been made available to school personnel and all parents/guardians, 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.

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, to parents/guardians 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: _____   Signed: _____
(Chairperson of Board of Management)   (Principal)

Date: _____   Date: _____

Date of next review: _____

Appendix 1 (i)

Key elements of a positive school culture and climate

- The school acknowledges the right of each member of the school community to enjoy school in a secure environment.
- The school acknowledges the uniqueness of each individual and his/her worth as a human being.
- The school promotes positive habits of self-respect, self-discipline and responsibility among all its members.
- The school prohibits vulgar, offensive, sectarian or other aggressive behaviour or language by any of its members.
- The school has a clear commitment to promoting equity in general and gender equity in particular in all aspects of its functioning.
- The school has the capacity to change in response to pupils' needs.
- The school identifies aspects of curriculum through which positive and lasting influences can be exerted towards forming pupils' attitudes and values.
- The school takes particular care of "at risk" pupils and uses its monitoring systems to facilitate early intervention where necessary and it responds to the needs, fears or anxieties of individual members in a sensitive manner.
- The school recognises the need to work in partnership with and keep parents informed on procedures to improve relationships on a school-wide basis.
- The school recognises the role of parents in equipping the pupil with a range of life- skills.
- The school recognises the role of other community agencies in preventing and dealing with bullying.
- The school promotes habits of mutual respect, courtesy and an awareness of the interdependence of people in groups and communities.
- The school promotes qualities of social responsibility, tolerance and understanding among all its members both in school and out of school.
- Staff members share a collegiate responsibility, under the direction of the Principal, to act in preventing bullying/aggressive behaviour by any member of the school community.

Appendix 1 (ii)

Practical tips for building a positive school culture and climate

The following are some practical tips for immediate actions that can be taken to help build a positive school culture and climate and to help prevent and tackle bullying behaviour.

- Model respectful behaviour to all members of the school community at all times.
- Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.
- Display key respect messages in classrooms, in assembly areas and around the school. Involve pupils in the development of these messages.
- Catch them being good - notice and acknowledge desired respectful behaviour by providing positive attention.
- Consistently tackle the use of discriminatory and derogatory language in the school – this includes homophobic and racist language and language that is belittling of pupils with a disability or SEN.
- Give constructive feedback to pupils when respectful behaviour and respectful language are absent.
- Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.
- Explicitly teach pupils about the appropriate use of social media.
- Positively encourage pupils to comply with the school rules on mobile phone and internet use. Follow up and follow through with pupils who ignore the rules.
- Actively involve parents and/or the Parents' Association in awareness raising campaigns around social media.
- Actively promote the right of every member of the school community to be safe and secure in school.
- Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas.
- All staff can actively watch out for signs of bullying behaviour.
- Ensure there is adequate playground/school yard/outdoor supervision.
- School staff can get pupils to help them to identify bullying "hot spots" and "hot times" for bullying in the school.
    - Hot spots tend to be in the playground/school yard/outdoor areas, changing rooms, corridors and other areas of unstructured supervision.
    - Hot times again tend to be times where there is less structured supervision such as when pupils are in the playground/school yard or moving classrooms.
- Support the establishment and work of student councils.

Appendix 2.

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 individua,
  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

Types of Bullying:

Physical Aggression:

It includes pushing, shoving, punching, kicking, poking and tripping people up. It also may take the form of severe physical assault.

Damage to Property:

Personal property can be the focus of attention for the bully; this may result in dame to clothing, school books and other learning material or interference with a pupil's personal belongings. 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.

Extortion:

Demands for money may be made, often accompanied by threats (sometimes carried out), in the event of the victim not promptly 'paying up'. Victims' lunches may be taken. Victims may also be forced into theft of property for delivery to the bully. Sometimes this tactic is used for the sole purpose of incriminating the victim.

Intimidation:

Some bullying behaviour takes the form of intimidation; it is based on the use of very aggressive body language with the voice being used as a weapon. Particularly upsetting to victims can be the so-called 'LOOK' – a facial expression which conveys aggression and/or dislike.

Abusive Telephone Calls/ Text Messages or On-line Bullying:

The abusive anonymous telephone call is a form of verbal intimidation or bullying. Inappropriate texting and on-line messaging can also be forms of intimidation or bullying. Posting abusive or insulting messages on social media sites is also a form of bullying. The school's Acceptable Usage Policy gives guidelines on the proper use of the Internet.

Isolation:

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 the bullying behaviour. It may be accompanied by writing insulting remarks about the victim on blackboards or in public places, by passing around notes about or drawings of the victim or by whispering insults about them loud enough to be heard.

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; most name-calling of this type refers to physical appearance, including race.

Accent or distinctive voice characteristics ay attract negative attention. Academic ability can also provoke name calling. This tends to operate at two extremes; first, there are those who are singled out for attention because they are perceived to be slow, or weak academically.

At the other extreme are those who are targeted because they are perceived as high achievers.

'Slagging':

This behaviour usually refers to good-natured banter which goes on as part of the normal social interchange between people. However, when this 'slagging' extends to very personal remarks, aimed again at the one individual about appearance, clothing, personal hygiene or involves references of an uncomplimentary nature to members of one's family, particularly if couched I sexual innuendo, then it assumes the form of bullying. It may take the form of suggestive remarks about a pupil's sexual orientation.

Appendix 3

Record of 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 boxes	
Pupil concerned	
Other pupil	
Parent	
Teacher	
Other	

4. Location of incidents Tick relevant boxes	
Playground	
Classroom	
Corridor	
Toilets	
School Bus	
Other	

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

_____

6. **Type of Bullying Behaviour:** (Tick all relevant boxes)

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: _____

Appendix 4

Procedures for formal noting and reporting of bullying behaviour:

All records will be maintained in accordance with Data Protection Legislation. In this procedure the 'relevant teacher' refers to the particular Class Teacher/ Principal or Deputy Principal, as appropriate. The following outlines the procedures to be used:

(i) While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher will use his/her professional judgement in relation to the records to be kept of these reports, the actions taken and any discussions with those involved regarding same;

(ii) If it is established by the relevant teacher that bullying has occurred, the relevant teacher must keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.

(iii) The relevant teacher must use the recording template at Appendix 3 to record the bullying behaviour in the following circumstances:

- in cases where he/she considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour occurred;

In the circumstance above, the recording template at Appendix 3 must be completed in full and retained by the teacher in question and a copy provided to the Principal or Deputy Principal as applicable. It should also be noted that the timeline for recording bullying behaviour in the recording template at Appendix 3 does not in any way preclude the relevant teacher from consulting the Principal or Deputy Principal at an earlier stage in relation to a case.

Appendix 5

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

	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 5

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

To: St. Mary's N.S. Parents' Association

The Board of Management of St. Mary's N.S. wishes to inform you that:

➢ The Board of Management's annual review of the school's anti-bullying policy and its implementation was completed at the Board meeting of _____ [date].

➢ This review was conducted in accordance with the checklist set out in Appendix 4 of the Department's Anti-Bullying Procedures for Primary and Post-Primary Schools.

Signed _____   Date _____

Chairperson, Board of Management

Signed _____   Date _____

Principal