

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. Fiacc's NS 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) 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;

See Table A (6.1.5.Procedures): Key elements of a positive school culture and climate, and also Appendix 2: Practical tips for building a school culture and climate.

(b) Effective leadership

(c) A school-wide approach

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

(e) 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;

(f) Effective supervision and monitoring of pupils

(g) Supports for staff

(h) Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and

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

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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 (See also St. Fiacc's Anti-Cyber Bullying Policy) 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.

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

The list of examples below is non exhaustive.

Examples of bullying behaviours

General behaviours which apply to all	<ul style="list-style-type: none">• Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc.• Physical aggression• Damage to property• Name calling• Slagging• The production, display or circulation of written words, pictures or other materials aimed at intimidating another person• Offensive graffiti• Extortion• Intimidation• Insulting or offensive gestures• The "look"• Invasion of personal space• A combination of any of the types listed.
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<p>Cyber</p>	<ul style="list-style-type: none"> • Denigration: Spreading rumors, lies or gossip to hurt a person's reputation • Harassment: Continually sending vicious, mean or disturbing messages to an individual • Impersonation: Posting offensive or aggressive messages under another person's name • Flaming: Using inflammatory or vulgar words to provoke an online fight • Trickery: Fooling someone into sharing personal information which you then post online • Outing: Posting or sharing confidential or compromising information or images • Exclusion: Purposefully excluding someone from an online group • Cyber stalking: Ongoing harassment and denigration that causes a person considerable fear for his/her safety • Silent telephone/mobile phone call • Abusive telephone/mobile phone calls • Abusive text messages • Abusive email • Abusive communication on social networks e.g. Facebook/Ask.fm/ Twitter/You Tube or on games consoles • Abusive website comments/Blogs/Pictures • Abusive posts on any form of communication technology
<p>Identity Based Behaviours Including any of the nine discriminatory grounds mentioned in Equality Legislation (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).</p>	
<p>Homophobic and Transgender</p>	<ul style="list-style-type: none"> • Spreading rumours about a person's sexual orientation • Taunting a person of a different sexual orientation • Name calling e.g. Gay, queer, lesbian...used in a derogatory manner • Physical intimidation or attacks • Threats
<p>Race, nationality, ethnic background and membership of the Traveller community</p>	<ul style="list-style-type: none"> • Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background • Exclusion on the basis of any of the above
<p>Relational</p>	<p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"> • Malicious gossip • Isolation & exclusion • Ignoring • Excluding from the group • Taking someone's friends away • "Bitching" • Spreading rumours • Breaking confidence • Talking loud enough so that the victim can hear

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	<ul style="list-style-type: none"> • The "look"
Sexual	<ul style="list-style-type: none"> • Unwelcome or inappropriate sexual comments or touching • Harassment
Special Educational Needs, Disability	<ul style="list-style-type: none"> • Name calling • Taunting others because of their disability or learning needs • Taking advantage of some pupils' vulnerabilities and limited capacity to recognise and defend themselves against bullying • Taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and social cues. • Mimicking a person's disability • Setting others up for ridicule

4. The relevant teacher(s) for investigating and dealing with bullying is (are) as follows: (see Section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary Schools):

Refer to section 6.8.3. and 6.8.4 in the Procedures.

The Relevant Teachers in this school are:

Principal: Mr John Brennan

Deputy Principal: Mr Pauric Bolton

All class teachers

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, homophobic and transphobic bullying) that will be used by the school are as follows (see Section 6.5 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

Education and prevention strategies

School-wide approach

- A school-wide approach to the 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 unacceptability of bullying behaviour.
- The fostering and enhancing of the self-esteem of all our pupils through both curricular and extracurricular 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 an 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 the training of the relevant teacher(s)
- School wide awareness raising and training on all aspects of bullying, to include pupils, parent(s)/guardian(s) and the wider school community.
- Supervision and monitoring of classrooms, corridors, school grounds, school tours and extra-curricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers. Supervision will also apply to monitoring student use of communication technology within the school.

- Involvement of the student council in contributing to a safe school environment e.g. yard monitors student support activities that can help to support pupils and encourage a culture of peer respect and support.
- Development and promotion of Anti-Bullying posters/slogans for the school to be displayed publicly in common areas of the school.
- The school's anti-bullying policy is discussed with pupils and all parent(s)/guardian(s) are given a copy as part of the Code of Behaviour on enrolment.
- The implementation of regular whole school awareness measures e.g. a dedicated notice board in the school; annual Friendship Week, annual student surveys; regular school assemblies by principal, deputy principal, year heads.
- 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 pupils know who to tell and how to tell, e.g.:
 - Direct approach to teacher at an appropriate time, for example after class.
 - Hand note up with homework.
 - Make a phone call to the school or to a trusted teacher in the school.
 - Anti-bully/message box.
 - Get a parent(s)/guardian(s) or friend to tell on your behalf.
 - Administer a confidential questionnaire once a term/year to all pupils.
 - Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- Identify clear protocols to encourage parent(s)/guardian(s) to approach the school if they suspect that their child is being bullied. The protocol should be developed in consultation with parents.
- The development of an Acceptable Use Policy in the school to include the necessary steps to ensure that the access to technology within the school is strictly monitored, as is the pupils' use of mobile phones.

Implementation of curricula

- The full implementation of the SPHE curriculum and the RSE and Stay Safe Programmes.
- Continuous Professional Development for staff in delivering these programmes.
- School wide delivery of lessons on bullying from evidence based programmes, The Walk Tall Programme, Stay Safe (whole school year 1); FUSE (2nd - 5th Year 2);
- Delivery of the Garda SPHE Programmes at primary level. These lessons, delivered by Community Gardai, cover issues around personal safety and cyber-bullying
- The school will specifically consider the additional needs of SEN pupils with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately.
- The school will implement the advice in "Sexual Orientation advice for schools" (RSE Primary, see booklet).
- Utilising the School Completion Programme with targeted pupils to improve prosocial behaviour through in school, after school and holiday period programmes.
- Constant focus on Group work throughout the curriculum and teaching aggressive pupils to manage their emotions during PE and participating on school teams.
- Play Zones established in the playground to ensure that classes are grouped for playtime, thus ensuring that the younger pupils and older pupils are playing separately.
- Explicitly addressing homophobic bullying during RSE in 5th /6th classes.

- Addressing cyber bullying by teaching the *Webwise/My Selfie* lessons on alternating years in and celebrating Safer Internet Day.
- Supervision and monitoring of pupil activities and games, in class, in changing rooms and particularly in the school yard, where bullying is most likely to occur
- Constant articulation of the school motto which espouses truth and courage.
- Modelling of respectful behaviour by all staff. Consistently tackling derogatory language.
- Identifying "hotspots" where supervision is less structured.
- Extra curricular activities such as basketball, football, table quizzes, hurling, rounders, school choir & banna ceoil to be provided, encouraging sportsmanship, team work and loyalty.
- Involvement of the Parents' Association in organising events such as parent workshops and sponsoring of prizes for anti-bullying poster competition.

Links to other policies

Code of Behaviour

The anti-bullying policy forms part of the overall school Code of Behaviour and the standards of behaviour that are outlined in the Code of Behaviour apply to the Anti-Bullying Policy of Saint Fiacc's NS.

Child Safeguarding Statement

St Fiacc's has formally modified Child Protection Procedures for Primary and Post Primary Schools 2017

Acceptable Use Policy

The practices outlined in the Acceptable Use policy for safe use of the Internet must reflect the requirements of the anti-bullying procedures and must be adhered to at all times. This also applies to the use of other technological devices, including mobile devices.

Health & Safety

Our school has a written anti-bullying policy which has been circulated to all parents and staff to show to all children, parents and staff that bullying, either physical or verbal, is not tolerated either in school or on the way to or from school or on school bus. Moreover, everyone will be expected to ensure that bullying does not happen and will have a responsibility to tell – emphasising that this is not 'telling tales'

SPHE

Implementation of SPHE / RSE:

Circulars 22/2010 (Primary) and 23/2010 (Post Primary) "Social Personal and Health Education, Best Practice Guidelines" outline the approaches to the consistent implementation of the SPHE curriculum including RSE.

Circular 37/2010 (Post Primary) 'Relationships and Sexuality Education' outlines the obligations of Post Primary schools to:

- develop a school policy in regard to Relationships and Sexuality Education; and
- implement a programme in this area as an element of Social Personal and Health Education at junior cycle, and as an RSE programme in senior cycle.

Implementation of the Stay Safe Programme (Primary)

Circular 65/2011 'Child Protection Procedures for Primary and Post-Primary schools' requires all primary schools to fully implement The Stay Safe programme. Code of Behaviour

The anti-bullying policy forms part of the overall school Code of Behaviour and the standards of behaviour that are outlined in the Code of Behaviour apply to the Anti-Bullying Policy of St Fiacc's.

Anti-CyberBullying Policy

This policy forms part of both the anti-bullying and code of behaviour policies respectively.

Remote learning Policy; ICT Policy and St Fiacc's Digital Learning Framework

6. 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 (see Section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary Schools):

6.8.9. Procedures for Investigating and Dealing with Bullying

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

The school's procedures must be consistent with the following approach.

Every effort will be made to ensure that all involved (including pupils, parent(s)/guardian(s)) understand this approach from the outset.

Reporting bullying behaviour

- Any pupil or parent(s)/guardian(s) may bring a bullying incident to any teacher in the school.
- All reports, including anonymous reports of bullying, will be investigated and dealt with by the relevant teacher.
- Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs), caretakers, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher;

Investigating and dealing with incidents: Style of approach

- 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;
- Parent(s)/guardian(s) and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible. St. Fiacc's will address bullying behaviour that occurs elsewhere if it has a negative impact within the school.
- Teachers should take a calm, unemotional problem-solving approach.
- Where possible incidents should be investigated outside the classroom situation to ensure the privacy of all involved;
- All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way;
- When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner;
- If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements;
- Each member of a group should be supported through the possible pressures that may face them from the other members of the group after the interview by the teacher;
It may also be appropriate or helpful to ask those involved to write down their account of the incident(s)
- In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parent(s)/guardian(s) of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy). The school should give parent(s)/guardian(s) an opportunity of discussing

ways in which they can reinforce or support the actions being taken by the school and the supports provided to the pupils;

- Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to 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;
- It must also be made clear to all involved (each set of pupils and parent(s)/guardian(s)) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parent(s)/guardian(s) and the school;

Follow up and recording

- 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 parent(s)/guardian(s) or the school Principal or Deputy Principal
- Follow-up meetings with the relevant parties involved should be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable.
- Where a parent(s)/guardian(s) is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent(s)/guardian(s) must be referred, as appropriate, to the school's complaints procedures.
- In the event that a parent(s)/guardian(s) has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parent(s)/guardian(s) of their right to make a complaint to the Ombudsman for Pupils.

Recording of bullying behaviour

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

The school's 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. All incidents must be reported to the relevant teacher
- While 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
- The relevant teacher must inform the principal of all incidents being investigated.

Informal-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 which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.

- The school in consultation with the relevant teacher/s has a protocol for the storage of all records retained by the relevant teacher. Records will be added to the pupil file with a digital record of the investigation added to child's documents on Aladdin.

Formal-Appendix 3 (From DES Procedures)

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

- a) 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; and
- b) St. Fiacc's NS has decided as part of its anti-bullying policy that bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable using the Appendix 3 form.

When the recording template is used, it must be retained by the relevant teacher in question and a copy maintained by the principal. Due consideration needs to be given to where these records are kept, who has access to them, and how long they will be retained. On conclusion of the investigation the form is filed in the Principal's office.

Established intervention strategies

- Teacher interviews with all pupils
- Negotiating agreements between pupils and following these up by monitoring progress. This can be on an informal basis or implemented through a more structured mediation process
- Working with parent(s)/guardian(s) to support school interventions
- No Blame Approach
- Circle Time
- Restorative interviews
- Restorative conferencing
- Implementing sociogram questionnaires
- Peer mediation where suitable training has been given

The Procedures mention the following intervention strategies and reference Ken Rigby;

- The traditional disciplinary approach
- Strengthening the victim
- Mediation
- Restorative Practice
- The Support Group Method
- The Method of Shared Concern

7. The school's programme of support for working with pupils affected by bullying is as follows (see Section 6.8.16 of the Anti-Bullying Procedures for Primary and Post-Primary Schools) :

- All in-school supports and opportunities will be provided for the pupils affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience e.g.
 - Pastoral care system
 - Year head system
 - Care team
 - Group work such as circle time
- If pupils require counselling or further supports the school will endeavour to liaise with the appropriate agencies to organise same. This may be for the pupil affected by bullying or involved in the bullying behaviour.
- Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.

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.

- There are agreed appropriate monitoring and supervision practices in the school.
- Bullying danger spots have been identified.
- Pupils have been consulted in the identification of these danger spots.
- The student support/care structures such as care team, year heads, HSCL, Learning Support teachers will remain vigilant to bullying and will support measures to counteract bullying behaviour through regular communication with class teachers.
- Pupils, in particular senior pupils, will be utilised as a resource to assist in counteracting bullying. A yard monitoring system will be set up and a mentoring/buddy system will be considered.
- The voice of the student council will be sought in relation to how bullying can be addressed.
- In relation to Acceptable Use Policy in the school the following issues are addressed:
 - o All Internet sessions are supervised by the teacher
 - o The school regularly monitors pupils' Internet usage.
 - o Pupils will only use approved school accounts for email purposes use these only under teacher supervision.

(Note that the Schools Broadband Programme has blocked all social networking sites on the basis that they waste time and take up too much of the bandwidth which is been provided for educational purposes only)


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 16/11/2022

11. 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.

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 and provided to the Parents' Association (where one exists). A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: 
(Chairperson of Board of Management)

Date: 16/11/2022

Signed: 
(Principal)

Date: 16/11/2022

Date of next review: November 2023

Sample investigation, intervention and follow-up strategies

1. Initial report/disclosure of bullying behaviour

Any member of staff may witness bullying or be made aware of it by pupils, parents or others. Teachers may make an immediate intervention if it is warranted. The incident should be reported to the relevant teacher. Non teaching staff must report to the relevant teacher

Action taken by relevant teacher	Support and/or sanction <i>may</i> include
<p>Investigate incident-speak with students separately and try to resolve the issue using an established intervention technique eg Restorative Approach.</p> <p>Challenge the behaviour as being unacceptable.</p> <p>Always consult with appropriate colleagues or management</p> <p>Inform parents at an early stage</p> <p>Keep a record (informal)</p> <p>Teacher will follow up progress with: victim and bully, bystanders or others involved.</p> <p>N.B.Record the account on the incident template and/or if the incident has not been resolved within 20 days.</p>	<p>Serious talk with student(s) re effects of their behaviour.</p> <p>Verbal warning. Student/s involved warned to stop.</p> <p>Seek verbal agreement re future behaviour.</p> <p>Outline a fair outcome <i>if appropriate:</i></p> <p>e.g. an apology, return of property etc.</p>

2 Subsequent report /disclosure eg second incident by the same student

Action taken by	Procedure	Support and/or sanction <i>may</i> include:

<p>Relevant teacher</p> <p>Year Head/Deputy/Principal may be involved</p> <p>Member of the Care team may be involved.</p>	<p>Incident investigated by the relevant teacher</p> <p>Principal/ Deputy principal informed.</p> <p>Both sets of parents informed by the relevant teacher/Deputy/Principal</p> <p>Keep a record informal/formal?</p> <p>Follow up progress with victim and bully, bystanders or others involved.</p>	<p>Serious talk with the student re: behaviour and future behaviour.</p> <p>Sign written agreement re future behaviour.</p> <p>Parents/Guardians sign written agreement re future behaviour.</p> <p>Speak with school counsellor.</p> <p>Detention /other agreed sanction from school's Code of Behaviour</p> <p>Monitor future behaviour.</p>
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3 Where bullying behaviour persists / serious incident of bullying

Action taken by	Procedure	Support and/or Sanction
<p>Relevant teacher</p> <p>Principal or Deputy Principal involved</p> <p>Year head</p> <p>Care team may be involved.</p> <p>The incident may be referred to the Board of Management at the discretion of the Principal.</p>	<p>Parents and student meet with Principal / Deputy Principal.</p> <p>Use established intervention strategies</p> <p>Feedback to Year Head.</p> <p>Formal record kept.</p> <p>Follow up progress with victim and bully, bystanders or others involved and continue to monitor the situation.</p>	<p>Detention / Suspension / other agreed sanction from school's Code of Behaviour.</p> <p>Parents are met and conditions set regarding student's future behaviour.</p> <p>Counselling offered</p> <p>Referral to NEPS, NBSS, child psychologist/ Garda Juvenile Liaison Officer.</p> <p>Contact with other support agencies e.g. re anger management</p>

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		The future of the student in the school may be considered.
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Friendship Questionnaire

Name -----

Class -----

Would you like to talk to someone about bullying? **Yes No**

Do you know someone who is having a hard time? **Yes No**

Bullying Sociogram

- Are you happy with the atmosphere in your classroom?
- Who are your friends?
- Are you being bullied in any way?
(Take details and reassure student that the problem will be addressed)
- Is there anyone in class having a hard time or being picked on?
- Is anyone being left out, or ignored?
- Is anyone spreading rumours, gossip, using notes, phone calls, text messages or e-mails to make others feel bad about themselves?
- Is anyone being unfair to others?
- Is there a group of pupils making life difficult for others?
- Are pupils from other classes giving anyone in this class a hard time?
- Can you give examples?
- Who do you think is causing the problem?

Class Observation Form

Teacher _____ Class _____ Date _____

[illegible]

Appendix 3 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)) <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Pupil concerned</td><td style="width: 50px; text-align: center;"><input type="checkbox"/></td></tr> <tr><td>Other Pupil</td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td>Parent</td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td>Teacher</td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td>Other</td><td style="text-align: center;"><input type="checkbox"/></td></tr> </table>	Pupil concerned	<input type="checkbox"/>	Other Pupil	<input type="checkbox"/>	Parent	<input type="checkbox"/>	Teacher	<input type="checkbox"/>	Other	<input type="checkbox"/>	4. Location of incidents (tick relevant box(es)) <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Playground</td><td style="width: 50px; text-align: center;"><input type="checkbox"/></td></tr> <tr><td>Classroom</td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td>Corridor</td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td>Toilets</td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td>School Bus</td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td>Other</td><td style="text-align: center;"><input type="checkbox"/></td></tr> </table>	Playground	<input type="checkbox"/>	Classroom	<input type="checkbox"/>	Corridor	<input type="checkbox"/>	Toilets	<input type="checkbox"/>	School Bus	<input type="checkbox"/>	Other	<input type="checkbox"/>
Pupil concerned	<input type="checkbox"/>																						
Other Pupil	<input type="checkbox"/>																						
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Teacher	<input type="checkbox"/>																						
Other	<input type="checkbox"/>																						
Playground	<input type="checkbox"/>																						
Classroom	<input type="checkbox"/>																						
Corridor	<input type="checkbox"/>																						
Toilets	<input type="checkbox"/>																						
School Bus	<input type="checkbox"/>																						
Other	<input type="checkbox"/>																						

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	<input type="checkbox"/>	Cyber-bullying	<input type="checkbox"/>
Damage to Property	<input type="checkbox"/>	Intimidation	<input type="checkbox"/>
Isolation/Exclusion	<input type="checkbox"/>	Malicious Gossip	<input type="checkbox"/>
Name Calling	<input type="checkbox"/>	Other (specify)	<input type="checkbox"/>

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 _____

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

SEXUAL ORIENTATION – ADVICE FOR PRIMARY SCHOOLS

GENERAL POINTS

- Schools can foster a culture that is accepting of difference. This can be expressed where appropriate, rather than making the assumption that everyone understands it.
- An integral part of RSE is learning to respect others; this will include respect for families or individuals who are different from the norm.
- The Equal Status Acts 2000 and 2004 provide protection against discrimination on nine grounds, one of which is sexual orientation. The Acts oblige those who manage schools to protect students and staff from discrimination or sexual harassment.
- If children are using the word 'gay' in a negative fashion it is better not to ignore it in the hope that it will go away. The same advice would apply for any instance of bullying.
- Schools are advised to develop a strategy for responding to children who have questions about sexual orientation or who are taunting others about being gay. This should be done in the context of the school's ethos and RSE policy and with the awareness that primary school children are probably too young to engage in any detailed discussion of sexual identity.

PRACTICAL SUGGESTIONS

- Depending on the context and the age group of the children, the teacher could ask a child or a class group what they mean by the word 'gay'
- A school could decide on a response to this question, such as 'The majority of people are attracted to people of the opposite sex. This is called being heterosexual. Some people are attracted to people of the same sex. This is called being homosexual or gay.'
- To give factual information like this in an open and straightforward way may help to remove the secrecy which is necessary for any bullying to flourish. Homophobic insults should be treated in exactly the same way as racist or other insults – the teacher can calmly explain to the child that such insults are hurtful to the other person and are not acceptable.

Table A: Key Elements of a positive school culture and climate (DES Anti-Bullying Procedures 2013)

Area of Focus	Y/N Comment
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 promote 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 pupil's 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 2 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 ignored.
- 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.

TEN ACTIONS TO PROMOTE THE WELL-BEING OF A SCHOOL COMMUNITY

1. Developing and maintaining a safe, caring culture and climate within the school where a sense of belonging and connectedness is fostered.
2. Building positive relationships between teachers and children to promote participation, social interaction and pro-social behaviour.
3. Adopting a whole-school approach to health promotion, where health is promoted by all and not just by a few members of staff.
4. Actively involving children, their parents/guardians and the wider community in developing and implementing school policies to support mental health and health promotion.
5. Supporting and implementing a well-planned, consistent and integrated SPHE curriculum to enable children enhance their coping, resilience, communication, conflict resolution, and problem-solving skills.
6. Developing whole-school systems and structures to support the early identification of children experiencing social, emotional, behavioural or learning difficulties.
7. Actively involving, supporting and encouraging children's participation in extra-curricular activities.
8. Fostering a whole-school ethos that accepts and values diversity within the pupil and staff population.
9. Providing easy access to information for pupils and staff on supports available to them within the school and wider community.
10. Facilitating access to continuing professional development for school staff on the promotion of the mental health and well-being of children.