

# CLOGHEEN KERRY PIKE N.S.

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## Policy Summary Details:

<b>Policy Title</b>	Anti Bullying Policy
<b>Written/Adopted Date:</b>	September 2023
<b>Written by:</b>	Board of Management & Staff
<b>Date Shared with Staff:</b>	20/09/2023
<b>Date Ratified by BOM:</b>	25/09/2023
<b>Review Date</b>	September 2024
<b>Policy Implementation Date</b>	26/09/2023

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 Clogheen / Kerry Pike 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 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), based on Appendix 2 of the 2013 Anti-bullying Guidelines {Practical tips for building a positive school culture and climate} that will;
  - build empathy, respect and resilience in pupils; and
  - explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.
- Effective supervision and monitoring of pupils;
- Supports for staff;
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); 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 conduct, 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 or repeated unfriendly facial expressions / looks towards another and other forms of relational bullying,
- Cyber-bullying

- **Identity-based bullying** such as homophobic bullying, racist bullying, bullying based on a person's membership of the traveller community and bullying of those with disabilities or special educational needs.

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

### Types of Bullying

The following are some of the types of bullying behaviour that occur amongst pupils:

- **Physical aggression:** This behaviour includes pushing, shoving, punching, kicking, poking and tripping people. It may also take the form of severe physical assault. While pupils often engage in 'mess fights', they can sometimes be used as a disguise for physical harassment or inflicting pain.
- **Intimidation:** Some bullying behaviour takes the form of intimidation: it may be based on the use of very aggressive body language with the voice being used as a weapon. Particularly upsetting can be a facial expression which conveys aggression and/or dislike.
- **Isolation/exclusion and other relational bullying:** This occurs where a certain person is deliberately isolated, excluded or ignored by some or all of the class group. This practice is usually initiated by the person engaged in bullying behaviour and can be difficult to detect. It may be accompanied by writing insulting remarks about the pupil in public places, by passing around notes about or drawings of the pupil or by whispering insults about them loud enough to be heard. Relational bullying occurs when a person's attempts to socialise and form relationships with peers are repeatedly rejected or undermined. One of the most common forms includes control: "Do this or I won't be your friend anymore"(implied or stated); a group ganging up against one person (girl or boy); non-verbal gesturing; malicious gossip; spreading rumours about a person or giving them the "silent treatment".
- **Cyber-bullying:** This type of bullying is increasingly common and is continuously evolving. It is bullying carried out through the use of information and communication technologies such as text, social network sites, e-mail, instant messaging, apps, gaming sites, chat-rooms and other online technologies. Being the target of an inappropriate or hurtful message, text or comment is the most common form of online bullying. As cyber-bullying uses technology to perpetrate bullying behaviour and does not require face to face contact, cyber-bullying can occur at any time (day or night). Many forms of bullying can be facilitated through cyber-bullying. For example, a target may be sent homophobic text messages or pictures may be posted with negative comments about a person's sexuality, appearance etc.

- **Name calling:** Persistent name-calling directed at the same individual(s) which hurts, insults or humiliates should be regarded as a form of bullying behaviour. Often name-calling of this type refers to physical appearance, e.g., size or clothes worn. Accent or distinctive voice characteristics may attract negative attention. Academic ability can also provoke name calling. This tends to operate at two extremes. There are those who are singled out for attention because they are perceived to be weak academically. At the other extreme there are those who, because they are perceived as high achievers, are also targeted.
- **Damage to property:** Personal property can be the focus of attention for bullying behaviour. This may result in damage to clothing, mobile phone or other devices, school books and other learning material or interference with a pupil's locker or bicycle. The contents of school bags and pencil cases may be scattered on the floor. Items of personal property may be defaced, broken, stolen or hidden.
- **Extortion:** Demands for money may be made, often accompanied by threats (sometimes carried out in the event of the targeted pupil not delivering on the demand). A pupil may also be forced into theft of property for delivery to another who is engaged in bullying behaviour.

4. The relevant teachers for investigating and dealing with bullying are as follows:

Mrs. Annette Golden	Principal
Mrs. Eleanor Grant	Deputy Principal and Special Education Teacher.
Ms. Julie Lyons Murphy	Special Education Teacher
Mrs. Gillian Spillett/Ms. Denise Dee	Special Education Teacher
Ms. Máire Kelly	ASD Class Teacher
Mr. Stephen Rice	ASD Class Teacher
Ms. Kate O'Callaghan	Class Teacher
Ms. Ruth O'Donoghue/ Ms Bríd Hartnett	Class Teacher
Mr. Eoghan Burke	Class Teacher
Ms. Aisling Crowley	Class Teacher
Ms. Maire O'Mahony	Class Teacher
Ms. Ellie Burns	Class Teacher
Ms. Audrey Cummins	Class Teacher

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;

The prevention of bullying is an integral part of our policy and we wish to explicitly address the issues of cyber bullying and identity-based bullying. We wish to raise awareness across all aspects of bullying and use strategies to engage pupils in addressing problems when they arise. We acknowledge the need to build empathy, respect and resilience in pupils. As self-esteem is a major factor in determining behaviour we will endeavour, through our curricular and extra-curricular programmes, to provide pupils with opportunities to develop a positive sense of self-worth.

Our school is also mindful of the particular needs of pupils with disabilities or with SEN. Approaches to decreasing the likelihood of bullying for these pupils will include improving inclusion, focusing on developing social skills, paying attention to key moments such as transitioning from primary to post primary, and cultivating a good school culture which has respect for all and helping one another as central. The following are the key elements of how we will develop 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.
- 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 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.

The following are the education and prevention strategies that will be used;

*The school will ensure that all parents and pupils understand the procedures for investigating and dealing with bullying and are willing to cooperate and assist the school in dealing with them by providing a copy of the policy and procedures .*

- Whole School Assembly
- R.S.E. Programme
- SPHE lessons on name calling - anti bullying, self-esteem each term
- Stay Safe Programme
- Drama
- English through Oral Language discussion and Creative Writing
- Friendship Week
- Social Skills Groups for SEN pupils where necessary.
- Circle Time

- Homework / Worksheets for parents and pupils to complete together.
- Talks by relevant professionals on Anti Bullying.
- Information leaflets on Cyber Bullying. Free Messaging i.e. Viber and Snapchat to be sent home twice a year.

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;

- a) *“Ensuring through regular activities, games and worksheets that all pupils understand the importance of telling, and gain confidence in it. It will 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. The primary aim will be to resolve any issues and to restore, as far as is practicable the relationships of the parties involved rather than to apportion blame.*
- b) Sheets for recording Bullying behaviour (See Appendix 3 template from the 2013 Anti-bullying Procedures).
- c) Teachers in class and on yard duty alert to the signs and symptoms of bullying behaviour will exercise his/her professional judgement to determine whether bullying has occurred.
- d) Teachers will take a calm, unemotional, problem solving approach to dealing with reported incidents and diligent recording of such incidents, including anonymous reports using the relevant appendices to this document.
- e) Informing whole school staff of concerns based on professional judgement on a need to know basis.
- f) Acting on the information in the Report Sheet by conducting a class survey (See Appendix 1) 2<sup>nd</sup> to 6<sup>th</sup> class.
- g) Acting on the information from the class survey if it is obvious that bullying behaviour has occurred.
- h) One to one meetings between class teacher and the person / persons who are allegedly bullying, will be conducted with sensitivity and with due regard for the rights of all concerned. The relevant teacher will seek answers to questions: what, where, when, who and why. This will be done in a calm, non-aggressive manner.
- i) If it is determined that a pupil has engaged in bullying behaviour, it will be made clear to him/her that they are in breach of our Anti Bullying policy and efforts will be made to get them to see the situation from the perspective of the pupil being bullied, culminating in the pupil signing a written promise not to repeat the behaviour. Parents are not informed at this stage. The pupil is reminded that if this written promise is broken, the principal will have to be informed.
- j) The pupil accused of the bullying behaviour at this stage signs the Pupil Behaviour Promise (Appendix 5) again and it is co-signed by his / her parents.
- k) Sanctions will be imposed as per the Code of Behaviour if this second promise is broken. It will also be made clear to all involved that, in the situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parents and the school.
- l) Parents and pupils are required to cooperate 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 soon as possible.
- m) Follow up meetings with the relevant parties will take place if deemed necessary.

n) Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, they are referred to the school's complaint procedures and are advised that they have a right to make a complaint to the Ombudsman for children.

o) In serious cases of ongoing bullying behaviour, the school will, in accordance with Children First, Child Protection Procedures for Primary schools, may refer to the HSE and /or Gardaí and relevant professionals as appropriate.

7. The school's programme of support for working with pupils affected by bullying is as follows;  
Consistent investigation, follow up and recording of bullying behaviour (including use of established intervention strategies)

In these procedures, the member of teaching staff who has responsibility for investigating and dealing with bullying is referred to as the "relevant teacher".

Established intervention strategies;

At Primary level, the relevant teacher will normally be the class teacher.

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

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

Our aim is that 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;

- The following is the intervention method that is best suited to our circumstances. We have decided to adopt the approach outlined by Mr. Sean Fallon and endorsed by Irish Primary Principals' Network.
- Lessons and interactive games from this programme will be taught on a weekly basis throughout the year, highlighting awareness of bullying behaviour, what it is, how important it is to tell and the importance of making every effort to mend the broken relationship and move forward..

Parents and pupils are required to cooperate 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;

1. Teachers will be vigilant on yard duty and in class to any situation which may highlight the need for further investigation. The teachers will do a block rota of weekly yard duty in order to gather accurate information on an ongoing basis.

At the end of each week incidents of concern will be recorded on a report sheet which is Appendix 3 of the Guidelines on Anti-bullying, 2013).

Any parent or pupil may report an incident of bullying to any teacher. Non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners are encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher;

2. All reports, including anonymous reports will then be investigated as follows;
  - The relevant class teacher will take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents. He/she will conduct a whole class survey as a follow up to any written report using Appendix 3 from the Guidelines in order to establish the facts, who, where, why, what etc. As part of this survey pupils will fill out an information sheet. (See Appendix 1)
3. At the beginning of each term, each class teacher will conduct the whole class survey with their pupils. (See Appendix 1)
4. The teacher will examine the information on each sheet to establish who was involved in the alleged incident. All those involved will fill out an "Alleged Bullying Interview Sheet" (Appendix 2) with the class teacher. Incidents will generally be investigated outside the classroom situation to ensure the privacy of all involved.

All interviews will be conducted with sensitivity and with due regard to the rights of all pupils concerned. If a group is involved, each member will be interviewed individually at first. Thereafter, all those involved will be met as a group. At the group meeting, each member will be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements; When it has been established that bullying behavior has occurred, the culprit will be asked to sign a "Pupil Behaviour Promise" (See Appendix 5) that in future they will treat all their fellow pupils fairly, equally and respectfully, despite their differences whether they like them or not.

Their parents will not be informed on this first occasion and if they keep the promise there will be no punishment /consequences.

Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it will be made clear to him/her how he/she is in breach of the school's anti-bullying policy and efforts will be made to try to get him/her to see the situation from the perspective of the pupil being bullied;

N.B. They will be made aware that should the promise be broken their parents / principal will be made aware and they will be asked to sign the promise again in their presence.

1. Should the first promise be broken, the Principal and Parents will be informed and the culprit will sign the promise in their presence.
2. Should this second promise be broken, consequences / punishment will be imposed as per the Code of Behaviour. All teachers will be mindful that where an incident of bullying has occurred, the victim will be supported, their parents contacted. It will also be made clear to all involved (each set of pupils and parents) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parents and the school.



3. Follow-up meetings with the relevant parties involved may be arranged. All teachers will use some of the following strategies as part of whole class activity to improve self-esteem for the victim;

- Social Skills group work with special education teacher, where necessary.
- Drama and Oral Language lessons
- SPHE lessons and RSE lessons
- Friendship Week each year
- Positive affirmations and reinforcement for effort across the school.
- Homework / Worksheets to be sent home to involve parents.

#### **Bullying as part of a continuum of behaviour**

It is important to note that bullying behaviour can be part of a continuum of behaviour rather than a stand-alone issue and in some cases behaviour may escalate beyond that which can be described as bullying to serious physical or sexual assault or harassment. In cases where we have serious concerns in relation to managing the behaviour of a pupil, the advice of the National Education Psychological Service (NEPS) will be sought.

#### **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. This policy was adopted by the Board of Management on September 25<sup>th</sup> 2023 and is reviewed every year.

11. This policy has been made available to school personnel and is published on the school web-site. 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 and an up to date version will be published on the school web-site.

Signed: *Jorgan* Date: *25/9/23*  
(Chairperson of Board of Management)

Signed: *Augette Gold* Date: *25/9/23*  
(Principal)

# Appendix 1

## Regular Class Survey

I know that being mean to someone over and over again is bullying and this is unfair. I also know that only one negative comment or statement online constitutes cyber bullying. I also know that if I see or know about someone bullying others I should tell a teacher.

I know that anyone who bullies others, but who then signs a promise to stop and keeps that promise will not be punished and will not be in trouble so everyone can "live happily ever after"

Your name \_\_\_\_\_ Class \_\_\_\_\_

Name any pupil(s) in your class that you know get called named or get teased, hurt or badly treated than most others \_\_\_\_\_

\_\_\_\_\_

Does this involve.... (please tick)

Calling them names

Making fun of them

Going at their stuff

Not letting them join in

Pushing them

Hitting or Kicking

Any other ways someone is mean to them

\_\_\_\_\_

\_\_\_\_\_

Name any other pupils who know about this even though they may not be doing it:

\_\_\_\_\_

Have you ever treated them this way? (please tick)

**Often**

**Sometimes**

**Never**

**Name any pupils(s) in your class that you know regularly treat(s) them this way:**

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**Do you think some pupils are more mean to you than to others in your class?**

**(please tick)      Yes      No**

**Name others who know about this:** \_\_\_\_\_

**What I have written above is true**

**Signed:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Appendix 2

### Alleged Anti Bullying Interview Sheet

This interview should be conducted in an amicable way, seeking information and a promise.

Team members \_\_\_\_\_ Time \_\_\_\_\_ Date \_\_\_\_\_

Interview with \_\_\_\_\_ Class; \_\_\_\_\_ Due to Report/Survey (R/S)

1. Do you know that if people are mean to someone over and over again, calling them names, hitting them, upsetting them or annoying them, this is what we call bullying (Y/N) \_\_\_\_\_

2. We want all our pupils to be happy in school, including you. If some pupils were being mean to you, we would try to get them to stop. Nobody should be mean to you. Do you understand this? \_\_\_\_\_

3. We did a survey about bullying and we are now worried that a pupil in your class is being bullied. Are you \_\_\_\_\_ surprised \_\_\_\_\_ (Y/N) \_\_\_\_\_ Explain \_\_\_\_\_

4. Who do you think might be getting bullied in your class? \_\_\_\_\_ (Probe)

5. The pupil is \_\_\_\_\_

6. The survey (or other reports) shows that pupils in your class think you have been bullying her/him a bit. What have you been doing that might make them think this? \_\_\_\_\_ (Probe)

7. I now want to ask you a lot of questions to find out what else might have been happening. If you tell the truth when you answer these questions I will know that, if it is bullying and if you promise to stop, I can believe you. We already know some things you may have done but we need to know the whole story. Are you ready to truthfully answer a lot of questions (Y/N) \_\_\_\_\_

(Use the checklist in Appendix 6 and then return to complete the section below)

8. Why have you been treating him/her this way? \_\_\_\_\_ (Probe)

9. Have you ever been bullied (Y/N) \_\_\_\_\_

If Yes, how did it feel? \_\_\_\_\_ (Probe)

10. Imagine your Parent being treated this way by big people at their work. How do you think they would feel? \_\_\_\_\_ (Probe)

11. If you knew they were treated this way, how would you feel? \_\_\_\_\_ (Probe)

12. Now, can you understand how unfair it is to treat someone like this (Y/N) \_\_\_\_\_

13. Did you know that bullying breaks our school rules (Y/N) \_\_\_\_\_

14. We prefer not to have to involve the Principal yet (depending on seriousness you may add "or the Board of Management" or "or even the Gardaí") about this. We need to know that you know how serious it is and we need to know for sure that it will not happen again. Can you promise this (Y/N) \_\_\_\_\_

15. We will now ask you to sign a written promise (Decide which version)

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To be completed by team member later

Parent signature required (Y/N) \_\_\_\_\_ Promise signed (Y/N) \_\_\_\_\_

Returned with parent signature (Y/N) \_\_\_\_\_ Date \_\_\_\_\_

### 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))\*

<u>Pupil concerned</u>	
<u>Other Pupil</u>	
<u>Parent</u>	
<u>Teacher</u>	
<u>Other</u>	

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

<u>Playground / Yard</u>	
<u>Classroom</u>	
<u>Corridor</u>	
<u>Toilets</u>	
<u>Other</u>	

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

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**6. Type of Bullying Behaviour (tick relevant box(es)) \***

<u>Physical Aggression</u>		<u>Cyber-bullying</u>	
<u>Damage to Property</u>		<u>Intimidation</u>	
<u>Isolation/Exclusion</u>		<u>Malicious Gossip</u>	
<u>Name Calling</u>		<u>Other (specify)</u>	

**7. Where behaviour is regarded as identity-based bullying, indicate the relevant category:**

<u>Homophobic</u>	<u>Disability/SEN related</u>	<u>Racist</u>	<u>Membership of Traveller community</u>	<u>Other (specify)</u>

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

**9. Details of actions taken**

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

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



## Appendix 4 of 2013 Anti-bullying Procedures

### Appendix 4 Checklist for annual review of the anti-bullying policy and its implementation

The Board of Management (the Board) must undertake an annual review of the school's anti-bullying policy and its implementation. The following checklist must be used for this purpose. The checklist is an aid to conducting this review and is not intended as an exhaustive list. In order to complete the checklist, an examination and review involving both quantitative and qualitative analysis, as appropriate across the various elements of the implementation of the school's anti-bullying policy will be required.

Yes /No

Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the <i>Anti-Bullying Procedures for Primary and Post-Primary Schools</i> ?	✓
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?	✓ Their families
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?	No
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	No
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	No
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?	N/A
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	No
Has the Board put in place an action plan to address any areas for improvement?	N/A

## Appendix 5

### Pupil Behaviour Promise

Pupil's Name \_\_\_\_\_ Class: \_\_\_\_\_

I know that all of my fellow pupils are different from each other and from me in many ways. *(These might include hair colour, skin colour, what we wear, height, weight, size, accent, religion, nationality, where we live or have lived, whether we are loud or quiet, bad at learning, good at sports etc.)*

I would not like to be treated unfairly and made to feel bad by any of my fellow-pupils because of any of these differences or just because they did not like me.

I know that I have a right to be different from other pupils and that this does not give anyone the right to treat me unfairly or to be mean to me.

I know I should be treated fairly equally and respectfully in school because of the school's Code of Behaviour. I know I should be treated fairly, equally and respectfully outside of school too.

I also know that all other pupils should be treated fairly, equally and respectfully. It is wrong to treat anyone any other way. I therefore promise that in future I will treat all my fellow-pupils fairly, equally and respectfully despite our differences and whether I like them or not.

In particular: (Handwrite below " I will always treat (N) fairly and respectfully".

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Signed: Pupil: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix 6

### Bullying Behaviour Checklist

Please use the letter "Y" for "yes", or "sometimes" or even for "once"

Pupil Name \_\_\_\_\_ Class: \_\_\_\_\_ Date; \_\_\_\_\_

When you are with (N) \_\_\_\_\_ have you ever.....

#### Verbal:

Called (N) names \_\_\_\_\_ Said things to make feel bad (N) \_\_\_\_\_

Said (N) is "thick" \_\_\_\_\_ Said nasty things (N) heard? \_\_\_\_\_

Teased (N) (Toilets/Dressing room) \_\_\_\_\_ Teased (N) about appearance? \_\_\_\_\_

Said (N) is a "swat" \_\_\_\_\_

Said nasty things about (N)'s parent e.g. (mother) or family? \_\_\_\_\_

Said bad things or made fun of (N) re Skin colour \_\_\_\_\_, Religion \_\_\_\_\_, Nationality \_\_\_\_\_,  
Home background? \_\_\_\_\_, a disability (special needs) \_\_\_\_\_

#### Written:

Written nasty notes about (N) \_\_\_\_\_. Written graffiti about (N) \_\_\_\_\_

Sent text messages about (N) \_\_\_\_\_, Put nasty things about (N) on the internet \_\_\_\_\_

Sent an embarrassing phone message about (N) \_\_\_\_\_

#### Property

"Borrowed" (N)'s stuff without (N)'s permission? \_\_\_\_\_ Hid (N)'s stuff? \_\_\_\_\_

Stole (N)'s stuff? \_\_\_\_\_ Damaged (N)'s stuff? \_\_\_\_\_

"Went at" (N)'s stuff? \_\_\_\_\_ Tried to get money from (N)? \_\_\_\_\_

## Discrimination

Treated (N) badly because (N) seems different? \_\_\_\_\_

Treated (N) badly because you think he/she is "not like us"? \_\_\_\_\_

## Social

Laughed at (N) with others, knowing that (N) could hear you? \_\_\_\_\_

Pretended (N) wasn't there? \_\_\_\_\_

Given (N) a "dirty" or disgusted look? \_\_\_\_\_

Left (N) out of games? \_\_\_\_\_ Left (N) alone on bus, in yard etc? \_\_\_\_\_

Tried to cause trouble between (N) and (N)'s friends? \_\_\_\_\_

Made fun of (N) in front of others? \_\_\_\_\_ Stared at (N) as a group? \_\_\_\_\_

Said (N) said things he did not say? \_\_\_\_\_ Spread rumours about (N) \_\_\_\_\_

## Intimidation

Given (N) an angry stare? \_\_\_\_\_ Given (N) a disgusted look? \_\_\_\_\_

Tried to make (N) angry? \_\_\_\_\_ Threatened (N) \_\_\_\_\_

Ganged up on (N) \_\_\_\_\_ Followed (N) around? \_\_\_\_\_

Sent (N) a threatening text? \_\_\_\_\_ Forced (N) to do something (N) did not want to do? \_\_\_\_\_

## Physical

Thrown objects at (N) \_\_\_\_\_ Pulled(N)'s hair? \_\_\_\_\_

Stuck a pencil/pen in (N) \_\_\_\_\_ Pushed (N) \_\_\_\_\_

Punched (N) \_\_\_\_\_ Kicked (N) \_\_\_\_\_

Hit (N) \_\_\_\_\_ Pinched (N) \_\_\_\_\_ Splashed / Wet (N) \_\_\_\_\_

Tripped (N) \_\_\_\_\_ Spat at (N) \_\_\_\_\_ "Head-locked" (N) \_\_\_\_\_

Grabbed (N) in private parts? \_\_\_\_\_

Any other details or comments \_\_\_\_\_

## Appendix 7

### From 2013 Anti-bullying Procedures : 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.

1. Model respectful behaviour to all members of the school community at all times.
2. Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.
3. Display key respect messages in classrooms, in assembly areas and around the school. Involve pupils in the development of these messages.
4. Catch them being good - notice and acknowledge desired respectful behaviour by providing positive attention.
5. Consistently tackle the use of discriminatory and derogatory language in the school – this includes homophobic and racist language and language that is belittling of pupils with a disability or SEN.
6. Give constructive feedback to pupils when respectful behaviour and respectful language are absent.
7. Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.
8. Explicitly teach pupils about the appropriate use of social media.
9. Positively encourage pupils to comply with the school rules on mobile phone and internet use.
10. Follow up and follow through with pupils who ignore the rules.
11. Actively involve parents and/or the Parents' Association in awareness raising campaigns around social media.
12. Actively promote the right of every member of the school community to be safe and secure in school.
13. Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas.
14. All staff can actively watch out for signs of bullying behaviour.
15. Ensure there is adequate playground/school yard/outdoor supervision.
16. School staff can get pupils to help them to identify bullying “hot spots” and “hot times” for bullying in the school.
17. Hot spots tend to be in the playground/school yard/outdoor areas, changing rooms, corridors and other areas of unstructured supervision.
18. 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.
19. Support the establishment and work of student councils.