

SAINT PATRICK'S N.S.  
GLENCULLEN



## Anti-Bullying Policy

### 1. Introduction

In accordance with the requirements of Section 23 of the Education (Welfare) Act 2000 and the code of behaviour guidelines for schools issued by the National Educational Welfare Board (NEWB) (Now subsumed into The Child and Family Agency), the Board of Management of St Patrick's National School has adopted the following anti-bullying policy within the framework of the school's overall code of behaviour. This policy fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools which were published by the Department of Education and Skills (DES) in September 2013.

### 2. Key Principles of Best Practice

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 nonthreatening environment
  - promotes respectful relationships across the school community (See appendix 1 for practical tips for building a positive 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:

- 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)
  - On-going evaluation of the effectiveness of the anti-bullying policy

### 3. Definition of Bullying

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:

1. deliberate exclusion, malicious gossip and other forms of relational bullying,
2. cyber-bullying
3. 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 policy applies to activities and events that take place:

- During school time (including break times)
- Going to and from school
- School tours/trips

- Extra-curricular activities

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| <p><b>General behaviours which apply to all types of bullying</b></p> | <ul style="list-style-type: none"> <li>● Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc.</li> <li>● Physical aggression</li> <li>● Damage to property</li> <li>● Name calling</li> <li>● Slagging</li> <li>● The production, display or circulation of written words, pictures or other materials aimed at intimidating another person</li> <li>● Offensive graffiti</li> <li>● Extortion</li> <li>● Intimidation</li> <li>● Insulting or offensive gestures</li> <li>● The “look”</li> <li>● Invasion of personal space</li> <li>● A combination of any of the types listed</li> </ul>   |
| <p><b>Cyber bullying</b></p>  | <p>Cyber bullying includes (but is not limited to) communicating via electronic means with the objective of causing hurt, fear, embarrassment, humiliation, alarm and/or distress to one or more persons.</p> <p><b><i>Unlike other forms of bullying a once-off posting can constitute bullying.</i></b></p> <p>While this policy addresses issues related to cyber bullying of students (i.e. situations in which one or more students are the victim[s] of bullying), the policy also applies to teaching and other school staff</p> <p><b><u>Key Measures Regarding Cyber Bullying</u></b></p> <ul style="list-style-type: none"> <li>· Advice will be communicated to help students protect themselves from being involved in bullying (as perpetrator or as victim) and to advise them on reporting any incidents.</li> <li>· Students will be informed about cyber bullying in the course of their education at the school.</li> <li>· Teachers will dedicate a standalone lesson to deal with the issue of cyber bullying.</li> <li>· Students and staff are expected to comply with the school’s policy on the use of computers in the School. (Acceptable Use Policy)</li> <li>· Parents will be provided with information and advice on cyber bullying.</li> <li>· Parents and students are advised that it is illegal for a child under 13 to register with and use many social media networks, including Facebook, Instagram, and Snap Chat.</li> <li>· St. Patrick’s N.S. endeavours to block access to inappropriate web sites, using firewalls, antivirus protection and filtering systems and no pupil is allowed to work on the Internet within the school which</li> </ul> |

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|  | <p>may from time to time be used for such work, without a member of staff present</p> <p style="text-align: center;"><b><u>Types of Cyber Bullying</u></b></p> <ul style="list-style-type: none"> <li>· Denigration: Spreading rumours, lies or gossip to hurt a person's reputation</li> <li>· Harassment: Continually sending vicious, mean or disturbing messages to an individual</li> <li>· Impersonation: Posting offensive or aggressive messages under another person's name</li> <li>· Flaming: Using inflammatory or vulgar words to provoke an online fight</li> <li>· Trickery: Fooling someone into sharing personal information which you then post online</li> <li>· Outing: Posting or sharing confidential or compromising information or images</li> <li>· Exclusion: Purposefully excluding someone from an online group</li> <li>· Cyber stalking: Ongoing harassment and denigration that causes a person considerable fear for his/her safety</li> <li>· Silent telephone/mobile phone call</li> <li>· Abusive telephone/mobile phone calls</li> <li>· Abusive text messages</li> <li>· Abusive email</li> <li>· Abusive communication on social networks e.g. Facebook/Ask.fm/ Twitter/You Tube or on games consoles</li> <li>· Abusive website/blog comments Pictures</li> <li>· Abusive posts on any form of communication technology</li> </ul> |
| <p><b><u>Identity Based Behaviours</u></b></p> <p>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><b>Homophobic and Transgender</b></p>   | <ul style="list-style-type: none"> <li>● Spreading rumours about a person's sexual orientation</li> <li>● Taunting a person of a different sexual orientation</li> <li>● Name calling e.g. Gay, queer, lesbian...used in a derogatory manner</li> <li>● Physical intimidation or attacks</li> <li>● Threats</li> </ul>  |
| <p><b>Race, nationality, ethnic background and membership of the Traveller community</b></p>   | <ul style="list-style-type: none"> <li>● Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background</li> <li>● Exclusion on the basis of any of the above</li> </ul>  |
| <p><b>Relational</b></p>   | <p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"> <li>· Malicious gossip</li> <li>· Isolation &amp; exclusion</li> <li>· Ignoring</li> <li>· Excluding from the group</li> <li>· Taking someone's friends away</li> <li>· Talking disrespectfully behind someone's back</li> </ul>   |

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|                                  | <ul style="list-style-type: none"> <li>· Spreading rumours</li> <li>· Breaking confidence</li> <li>· Talking loud enough so that the victim can hear</li> <li>· Using facial expressions to insult, make fun of or look down on someone</li> <li>· Use or terminology such as 'nerd' in a derogatory way</li> </ul>   |
| <b>Sexual</b>                    | <ul style="list-style-type: none"> <li>· Unwelcome or inappropriate sexual comments or touching</li> <li>· Harassment</li> </ul>  |
| <b>Special Educational Needs</b> | <ul style="list-style-type: none"> <li>· Name calling</li> <li>· Taunting others because of their disability or learning needs</li> <li>· Taking advantage of some pupils' vulnerabilities and limited capacity to recognise and defend themselves against bullying</li> <li>· Taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and social cues.</li> <li>· Mimicking a person's disability</li> <li>· Setting others up for ridicule</li> </ul> |

*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. Relevant School Personnel**

While all staff members (both ancillary and teaching) have a duty of care towards pupils, the key personnel involved include; the class teacher(s) of all pupils involved, and the principal/deputy principal.

Support teachers may be involved if deemed appropriate and/or necessary.

#### **5. Our Education and Prevention Strategies**

##### **A. Creating a culture of "telling".**

- 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. Bystanders can be the key to resolving bullying and if anyone witnesses bullying behaviour. 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.
- Teachers should repeatedly reinforce the message that if anyone is the victim of bullying behaviour, they should not retaliate in any way, but they should tell an adult. Teachers will teach the children to ask 'can I speak to you in private? Victims should be reassured that if they tell, something will be done about the bullying in a safe manner and all reported incidents will be dealt with.
- Teachers will ensure that class lessons to be provided to enable pupils "how to tell" (telling protocol) and also that they can inform the school by the following means:
  - Direct approach to teacher at an appropriate time, for example after class.
    - Hand a note to the teacher.

- o Have another pupil tell on their behalf.
- o Ask your parent(s)/guardian(s) or friend to tell the school on your behalf.
- o Administer an anti-bullying questionnaire twice a year (November and before Easter) for 3<sup>rd</sup>-6<sup>th</sup> class

## **B. Raising the awareness of bullying as a form of unacceptable behaviour by:**

- Displaying school's anti-bullying statement is displayed in reception and other prominent places around the school environment and going over aspects of bullying at school assemblies. (What is bullying? What is not bullying? What to do if you feel you are being bullied? What to do if you see somebody else being bullied?)
- Engaging in formal teaching within the class setting through SPHE and RE programmes.
- To focus on the topic of bullying on at least one school assembly (November of each school year as per the recommendations from Dealing with Bullying in Schools (Office of the Ombudsman for Children 2013).
- Teaching the children our 5 anti-bullying statements which will be known as our anti-bullying code (see Appendix 5).
- ICT: The Web-wise HTML Heroes Programme (3<sup>rd</sup> – 6<sup>th</sup> Classes) will be used to raise awareness of cyberbullying and safety strategies for pupils when using IT.
- 6<sup>th</sup> class talk by the Gardaí on Cyber-bullying.

## **C. Other Strategies**

· Social Personal and Health Education (SPHE) Curriculum: Within this curricular area the theme of bullying is explicitly taught under the following theme areas:

- (1) Definition
  - (2) Prevention
  - (3) Reporting
- The Walk Tall and Stay Safe programme emphasises the promotion of pupil self-esteem and will be taught each year.
  - Hidden Curriculum/Incidental Learning: Situations involving conflict amongst pupils, which may arise in the classroom/playground etc. can be used as a teaching tool where appropriate.
  - A school-wide approach to the fostering of respect and a positive school climate for all members of the school community.
  - Religious Education: 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.
  - Supervision and monitoring of classrooms, corridors, school grounds, school tours and extracurricular 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. student support activities that can help to support pupils and encourage a culture of peer respect and support.
- Parents are informed that the policy is on the school's website or available in hard copy from the office.
- Positive reinforcement by teachers in classroom setting (praise, positive individual feedback, class dojo, Students of the week, good notes home, golden time, spot prizes, stars, stickers, sent to the principal etc.)
- Modelling of respectful behaviour by teachers and staff.
- Promotion of extra-curricular activities which encourage co-operation among pupils
- All teachers are required to be vigilant on yard duty and report incidences to the specific class teacher, as the class teacher will be more aware if a similar incident has occurred previously.
- Circle-time sessions, role-play, Socially Speaking programs and puppetry are methodologies which are used to discuss and explore issues of bullying.

## **6. School Procedures**

The primary focus 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). All reports, including anonymous reports of bullying are investigated and dealt with by the relevant teacher to ensure pupils gain confidence in 'telling'. It is made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales, but are behaving responsibly (Stay Safe Programme).

### **Reporting Bullying Behaviour**

- If parent(s)/guardian(s) suspect that their child is being bullied, where possible, they are asked to make an appointment with the class teacher to discuss their concerns. This will allow the teacher to give them their full attention while discussing the matter.
- 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.
- Non-teaching staff will be encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them to the relevant teacher.
- Twice a year (November and before Easter) an anti-bullying questionnaire is given to 3<sup>rd</sup> – 6<sup>th</sup> class.

### **Investigation**

Incidents of Bullying will be dealt with on a staged basis.

## **Stage 1**

### **Informal Stage - pre-determination that bullying has occurred**

- In determining if a bullying incident has taken place, the teacher will exercise his/her professional judgement and how best to resolve the situation
- All staff must keep a written record of any significant incidents or repeated incidents witnessed by them or notified to them on Aladdin (The school's internal pupil management system).
- All incidents must be reported to the relevant class 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. These notes will be put up on Aladdin.
- Teachers endeavour to engage in interviews with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved may also be called upon to provide relevant information.
- The relevant teacher must inform the principal of all incidents being investigated.

### **Formal Stage - determination that bullying has occurred**

- If it is established by the relevant teacher that bullying has occurred, it is important to gather all of the facts from both sides (what, where, when, who, why?). This will involve an interview with the 'alleged bully' which will be recorded on the 'template for recording bullying behaviour' (see appendix 2). Templates will be stored in the principal's office and teachers will note this on Aladdin
- All reports of bullying will be dealt with initially by the class teacher with the knowledge of the school principal.

### **Upon determination that bullying has occurred, following process should be followed in stage 1:**

- Where other staff members are available to supervise the class (es) concerned, incidents are, where possible, investigated outside the classroom situation to ensure the privacy of all involved.
- 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;
- Where necessary pupils may be asked to provide a written account/diary of the alleged 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). If deemed appropriate, the school may invite parents/guardians for face-to-face meetings to provide them with an opportunity to discuss ways in which they can reinforce or support the actions being taken by the school. It is explained to the alleged bully how hurtful their behaviour is and attempts are made to encourage them to empathise with the alleged victim.
- The aim for the class 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.
- Teachers endeavour to support each member of a group through the possible pressures that they may face from the other members of the group after interview by the teacher. This support may take the form of close monitoring by staff members involved (both in class and at play time). Other staff members are made aware of potentially vulnerable children following the investigation. This is communicated to staff during staff meetings, through Aladdin or verbally.
- The teacher should take a calm, unemotional, problem-solving approach.
- All sides are listened to separately and notes are taken.
- The notes are brief, factual and should be void of emotional or judgemental language.
- All interviews should be conducted with sensitivity and with due regards to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way (see Anti-bullying Procedures for Primary and Post-Primary Schools 6.8.9 page 30-31) for further suggestions.
- Where possible, an adult witness is present.
- The child/children and parents involved will be asked to sign "Pupil Behaviour Promise 1" (see Appendix 2) which is filed in the principal's office and noted by teachers in Aladdin.
- The code of behaviour will be invoked in circumstances where it is deemed prudent by the relevant teacher and school principal.
- If parents are still concerned that the bullying has not stopped, they may request further intervention/support from the class teacher and/or the principal to become more involved.

## **Stage 2**

If this child breaks their 'Pupil Behaviour Promise 1' and re-offends (even if the incident involves a different student than the first incident) then the principal and if possible the class teacher will interview the child/children again.

### **The following are the steps that will be followed in stage 2**

- The same interviewing process as described in stage 1 will be applied at this stage. The principal will conduct an interview with the 'alleged bully' which will be recorded on the 'Template for recording bullying behaviour' (see appendix 2). This Template will be stored in the principal's office and the principal will note this on Aladdin
- The principal can interview a child on their own. However, where possible, they will try to have another adult present.

- It is explained to the child that this is their second time offending and that they have not committed to their promise.
- Again attempts will be made to resolve the situation. Once more students will sign the "Pupil Behaviour Promise 2" (see appendix 4). This promise will also need to be signed by their parents.
- Their parents will be called into the school to discuss the situation. At the discretion of the principal, the initial meeting with parents may take place with or without their child.
- As a consequence to their continued inappropriate behaviour, and if deemed prudent by the teacher or principal, the student may be excluded from specific class activities, outings, yard time, or others as per the school's code of behaviour.
- Parents will also be encouraged to implement some form of consequence at home
- The code of behaviour will be invoked in circumstances where it is deemed prudent by the relevant teacher and school principal.
- Parents and pupils are required to co-operate with any investigations and assist the school in resolving any issues and restoring, as far as practicable, the relationships of the parties involved as quickly as possible

### **Stage 3**

- If the child re-offends and breaks their promise for a second time, the principal will discuss this matter with the Chairperson of the Board of Management. Following this, school based sanctions, as set out in the school's code of behaviour, will be implemented. These sanctions may include suspension and/or expulsion from the school.

**Incidents that are deemed by the principal to be of a very serious nature may skip the first stage and go directly to stage 3.**

### **Child Protection**

- In relation to bullying in schools, Children First National Guidance for the Protection and Welfare of Children 2011 (Children First) and the Child Protection Procedures for Primary and Post Primary Schools provide that in situations where "the incident is serious and where the behaviour is regarded as potentially abusive, the school (DLP) must consult the HSE Children and Family Social Services with a view to drawing up an appropriate response, such as a management plan".
- Serious instances of bullying behaviour will be handled in accordance with the Children First and the Child Protection Procedures for Primary and Post-Primary Schools, be referred to the HSE Children and Family Services and/or Gardaí as appropriate.
- The Child Protection Procedures for Primary and Post-Primary Schools also provide that where school personnel have concerns about a child, but are not sure whether to report the matter to the HSE, the Designated Liaison Person must seek advice from the HSE Children and Family Social Services regarding further procedures to be adopted by the school.

## Follow up

- The class teacher will arrange a follow up meeting with the pupil who has been bullied to ensure that the bullying has stopped
- If ready and agreeable, follow-up meetings with the relevant parties involved should be arranged separately with a view to possibly bringing them together at a later date.
- 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
- It is 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. It therefore should not be a topic for discussion outside the school led process.
- In cases where the reporting teacher feels that the reported incident wasn't adequately and appropriately addressed within 20 school days (after he/she has determined that bullying behaviour has occurred), **it must be recorded by the relevant teacher in the recording template at Appendix 2 and presented to the principal with an accompanying letter explaining the reason why they think it hasn't been adequately addressed.**
- 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) will be informed that they write to the board of management, who will in turn investigate and respond to the parent(s).
- In the event that a parent(s)/guardian(s) is still not satisfied, the school must advise the parent(s)/guardian(s) of their right to make a complaint to the Ombudsman for Children.

## **7. The Schools Programme of Support for Working with Pupils Affected by Bullying**

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

## **Victims**

- 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.
  - Lessons in SPHE, Walk Tall and Stay safe as appropriate
  - Buddy / Peer mentoring system
  - Group work such as circle time
- Victims are reassured from the outset that they are not to blame.
- If pupils require counselling or further supports, the school will endeavour to help parents find the appropriate supports available.
- Appropriate Strategies for restoring self-esteem are explored between teacher and parents/guardians.
- Staged approach - class support, school support (as per Continuum-Behavioural, Emotional and Social Difficulties- NEPS)
- Where deemed necessary, the child in consultation with parents may be referred for counselling

## **Students involved in bullying behaviour**

- Where deemed necessary, the child in consultation with parents may be referred for counselling or to other services (e.g. Lucena Clinic).
- Empathy awareness needs to be developed and this could be done through SPHE lessons.
- Clinical referral and assessment may be necessary. o Staged approach - class support, school support (as per Continuum-Behavioural, Emotional and Social Difficulties- NEPS)

## **To the relevant class**

If deemed necessary, it should be reinforced to students that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher

## **8. Principal report to the Board of Management**

The Principal will provide a report to the Board of Management setting out

- ❖ The overall number of bullying cases reported since the previous report to the Board. If the behaviour is deemed to be bullying behaviour, the principal will present the board with the bullying recording template (Appendix 2) to the Principal. Otherwise, the principal will inform the Board of the reported incident and clearly explain to them why he didn't deem this to be bullying behaviour.

- ❖ Confirmation that all of these cases have been, or are being, dealt with in accordance with the school's anti-bullying policy and the Anti-Bullying Procedures for Primary and Post-Primary schools.

#### **9. 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.

#### **10. Links to Other Policies**

Code of Behaviour, Child Protections policy, Record Keeping Supervision of pupils, Acceptable Use policy and Attendance Policy.

#### **11. Children with Special Needs**

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.

#### **12. 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.

#### **13. Ratification and Review by Board of Management**

- This policy was adopted by the Board of Management on \_\_\_\_\_
- This policy has been made available to school personnel/members of the school community and published on the school website with hard copies available to parents in the school
- Copies of this policy will be made available to the DES and the school's Patron if requested. This policy and its implementation will be reviewed by the Board of Management once in every school year or when necessary.
- Written notification that the review has been completed will be made available to school personnel, published on the school website or in school newsletters.
- A record of the review and its outcome will be made available, if requested, to the patron and the DES.

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**Mr. John Farrell**

**Chairperson, BOM**

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

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**Mr. Ed Bourke**

**Principal**

**Date:**

### **Appendix 1: Practical Tips For Building A Positive School Culture And Climate**

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

**Appendix 2: 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**

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**3. Source of bullying concern/report (tick relevant box(es))\***

|                 |                          |
|-----------------|--------------------------|
| 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))\***

|            |                          |
|------------|--------------------------|
| 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**

|  |
|--|
|  |
|--|

**9. Details of actions taken**

|  |
|--|
|  |
|--|

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.

### **Appendix 3: Pupil Promise 1**



I understand that I have bullied another pupil and I promise not to do it again

Pupil's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parents signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal's signature: \_\_\_\_\_ Date: \_\_\_\_\_



**Appendix 4: Pupil Promise 2**



I understand that I have broken my first promise not to bully another pupil.

Therefore, I promise for the second time not to bully another pupil in school.

I also understand that if it happens again, I will be in serious trouble

Pupil's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parents signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal's signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Appendix5: St. Patrick's Anti-Bullying Code**



**1. We at St. Patrick's love and appreciate that we're all different and equal**

**2. Bullying can happen, anywhere**

**3. We work together to stop bullying.**

**We make a record of bullying events**

**4. We keep our eyes and ears open for bullying and we take action to stop it**

**5. In St. Patrick's we report any bullying behaviour to any adult**

