

Brannoxtown Community National School

Anti-Bullying Policy

Brannoxtown Community National School (CNS) is a primary school under Patronage of the Kildare and Wicklow Education and Training Board (KWETB). Brannoxtown CNS opened in September 2018 with Principal, Dr. Sarah FitzPatrick. Brannoxtown CNS operates within the regulations laid down by the Department of Education and Skills (DES) and follows the Primary School Curriculum (DES, 1999) which may be amended from time to time, in accordance with Sections 9 and 30 of the Education Act (1998). The Principal and the Board of Management fully subscribe to the principles of partnership, accountability, inclusion, respect for diversity, parental choice and equality, in developing and implementing all school policies.

1. Introduction and Rationale

The Anti-Bullying policy for Brannoxtown CNS is developed within the framework of the school's overall Code of Behaviour/Positive Behaviour Policy. The Board of Management of Brannoxtown CNS has adopted this anti-bullying policy in accordance with the requirements of the Education (Welfare) Act 2000, the code of behaviour guidelines issued by the NEWB (TUSLA) and the Anti-Bullying Procedures for Primary and Post-Primary Schools (2013).

Children First National Guidance (2017) and Anti-Bullying Procedures provide that in cases of serious instances of bullying where the behaviour is regarded as possibly abusive, a referral may need to be made to Tusla or An Garda Síochána as appropriate. Where school staff have concerns about a child arising from alleged bullying behaviour but are not sure whether to report the matter to TUSLA, the designated liaison person shall seek advice from Tusla in accordance with the procedures set out in Chapter 5 of Child Protection Procedures for Primary and Post-Primary Schools (2017).

2. Definition

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

'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
- 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 Brannoxtown CNS Code of Behaviour. However, in 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 defining different types of bullying is set out in Appendix 1 (based on Section 2 of the Anti-Bullying Procedures for Primary and Post-Primary Schools).

3. Principles

The Board of Management of Brannoxtown CNS recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils. The Board is fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:

- A positive school culture and climate (Appendix 2) which:
 - welcomes diversity
 - is based on inclusivity
 - encourages pupils to disclose and discuss bullying incidents in a non-threatening environment
 - involves collaboration among and between staff & pupils and
 - promotes respectful relationships across the school community.
- Effective leadership
- A school-wide approach
- A shared understanding of what bullying is and its impact
- Implementation of education and prevention strategies (including awareness raising measures) that:
 - build empathy, respect and resilience in pupils
 - explicitly addresses the issues bullying (cyber-bullying and identity-based including homophobic and transphobic bullying).
- Effective supervision and monitoring of pupils
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies)
- Ongoing evaluation of the effectiveness of the Anti-Bullying policy.
- Supports for staff

4. Education and Prevention Strategies

Staff and students at Brannoxtown CNS together create a positive school climate and culture by:

- welcoming difference and diversity and fostering inclusivity, integration and innovation
- encouraging and facilitating children to disclose and discuss incidents of bullying behaviour in a non-threatening environment
- promoting respectful relationships across the whole-school community.

The following 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 (Section 6.5 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

a. 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.
- 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.
- Development and promotion of an Anti-Bullying code for the school displayed publicly in classrooms and in common areas of the school.
- The school's Anti-Bullying policy is discussed with pupils and all parent(s)/guardian(s) of incoming pupils are told that it's available on the school's website, with a hard copy available on request from the school office.
- The school's Anti-Bullying policy will also be available to view in the Principal's Office and secretary's office.
- The implementation of regular whole school awareness measures may include:
 - Friendship Week
 - Questionnaires/surveys in senior classes
 - Agreed whole school time-tabling of lessons on anti-bullying
 - Assemblies
 - NEPS programmes e.g. *Friends For Life*, *Zippy's Friends*, *Get Up Stand Up*, etc.
- Encourage a culture of telling, with particular emphasis on the importance of bystanders. In that way pupils will gain confidence in 'telling'. 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:
 - 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 or Niggle or Worry Box within each classroom
 - Get a parent(s)/guardian(s) or friend to tell on your behalf.
 - Administer a confidential questionnaire to pupils in senior classes.
 - Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.

b. Curriculum Implementation

- The full implementation of the SPHE, 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, e.g. Stay Safe Programme, The Walk Tall Programme, Prim-Ed Anti-Bullying - Identify, Weaving Well-Being, Prevent, Cope, Anti-bullying Campaign.ie, Be Safe-Be Web Wise, HTML Heroes, Prim-Ed Cyber-Bullying Programme "Cool School ", Friends For Life etc.
- Delivery of the Garda SPHE Programmes. These lessons delivered by the Community Guard, 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, PDST Information Booklet).



- Educating pupils on bullying and its affects could be extended into many other areas of the curriculum such as The Primary Language Curriculum, Art, Drama, Religious Education and Physical Education. Co-operation and group enterprise can be promoted through team sports, school clubs and societies as well as through practical subjects.
- Sporting activities in particular can provide excellent opportunities for channelling and learning how to control aggression.

c. Links to BCNS Policies

- Code of Behaviour/Positive Behaviour Policy
- Child Protection Policy: Safeguarding Statement & Assessment of Risk of Harm
- Special Educational Needs Policy
- ICT and Acceptable Use Policy
- Health and Safety Policy

5. Procedures

Investigating, Recording/Reporting Responding & Support

In investigating and dealing with bullying, the primary aim 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, responding to and reporting alleged cases of bullying behaviour, Brannoxtown CNS recognises that:

- Early Intervention is crucial
- A calm, unemotional problem-solving approach is key
- Incidents are best investigated outside the classroom situation
- Humiliation of victim or bully should be avoided at all costs
- Interviews should be managed with sensitivity and respect
- Other pupils can sometimes provide useful information
- Parental input and co-operation is valuable
- Both victim and bully need help.

a. Investigating

1. In investigating and responding to bullying, the teacher(s) will exercise his/her/their professional judgement to determine whether bullying has occurred, what type if it has and how best the situation might be resolved.
2. All reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher(s). In that way, pupils will gain confidence in telling/sharing. 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.
3. Parents 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.
4. It is very important that all involved (including each set of pupils and parents) understand the above approach from the outset.
5. Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents.
6. Where possible, incidents should be investigated outside the classroom situation to ensure the privacy of all involved.
7. All interviews should be conducted with sensitivity and with due regard for the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way.



8. A written record of discussions will be kept, and the pupil/pupil(s) may be asked to give his/her own written account, if this is appropriate.
9. When analysing incidents of bullying behaviour, the relevant teacher(s) 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

Questions to ask when responding to challenging behaviour:

- What happened?
- What were you thinking at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think needs to happen next?

Questions to ask when responding to those harmed, may include:

- What happened?
 - What were you thinking at the time?
 - What have your thoughts been since?
 - How has this affected you/others?
 - What has been the hardest thing for you?
10. If a group is involved, each member should be interviewed individually 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.
 11. Each member of a group should be supported through the possible pressures that they may face from the other members of the group after an interview by the teacher.
 12. It may also be appropriate or helpful to ask those involved to write down their account of the incident(s).
 13. In cases where it has been determined by the relevant teacher(s) that bullying behaviour has occurred, the parents of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken (referencing the school policy). The school will afford parent(s)/guardian(s) the opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the support provided to the pupils.
 14. 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 the Code of Behaviour and efforts should be made to try to get him/her to see the situation from the perspective of the pupil being bullied.
 15. It must also be 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 parents and the school.

b. Recording & Reporting

Any pupil or parent(s)/guardian(s) may bring a bullying incident to the relevant teacher in the school. A suspicion of bullying should be raised with the relevant class teacher first and then if necessary, with the principal. Parents are encouraged to make an appointment to speak with the relevant class teacher if they suspect their child is being bullied. Teaching and non-teaching staff such as Special Needs Assistants (SNA's), secretaries, cleaners or caretakers must report

any incidents of bullying behaviour witnessed by them or mentioned to them to the relevant teacher.

When confirmed, bullying behaviour is documented using the *Template for Recording Bullying Behaviour* (Appendix 3). All records are maintained in accordance with relevant data protection legislation. The school's procedures for noting and reporting bullying behaviour are as follows:

- All reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher(s). Teacher(s) will use his/her/their professional judgement in relation to the records to be kept of these reports, the actions taken and any discussions with those involved.
- If it is established by the relevant teacher(s) that bullying has occurred, the relevant teacher(s) 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 relevant teacher(s) use the recording template at Appendix 3 to record the bullying behaviour in the following circumstances:
 - In cases where he/she considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour occurred.
 - Where the school has decided as part of its anti-bullying policy that in certain circumstances bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable.

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

c. Responding

- 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 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 Children.

d. Supporting

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

- Restorative Practise
- Circle Time activities
- SPHE Programmes e.g. Walk Tall, Zippy's Friends,
- Weaving Wellbeing
- Amber Flag Initiatives – including celebrating Friendship week
- NEPS – Friends For Life, Incredible Years, Get Up. Stand Up etc.
- Barnardo's Roots of Empathy programme
- Play / Art Therapy
- The National Educational Psychological Service (NEPS)
- SALT Conflict Resolution Programme

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 relevant teacher.

6. Education and prevention: Commitments

This section includes school policies and practices specifically aimed at educating children about and preventing cyber-bullying and identity-based bullying, including homophobic and transphobic bullying. There is scope, within all subjects, to *foster an attitude of respect for all, promote value for diversity, address prejudice and stereotyping and to highlight that bullying behaviour is unacceptable.* (DES, Action Plan on Bullying, 2013). School-wide, values of respect are rooted in the following:

- CNS Ethos and School Values
- Restorative Practice (Positive Behaviour Policy)
- Goodness Me! Goodness You! (Patron's Programme)
- Voice of the Child at Brannoxtown CNS
- Specific anti-bullying programmes
- Staff Continuing Professional Development

a. Restorative Practice

Restorative Practice (RP), explained in the Code of Behaviour / Positive Behaviour Policy focuses on key questions to examine what happened during an incident and to identify the next steps needed to repair and heal relationships. Support & Restorative Justice (Restorative Justice emphasises repairing the harm caused through cooperative processes that allow both the offender and offended to focus on the harm caused and the next steps needed to recover and to repair relationships.) The RP Response Sheet for Students is included in Appendix 3 of this document.





b. Education and Prevention Steps

At Brannoxtown CNS, the focus of this Anti-Bullying Policy is on prevention.

Raising awareness of bullying as a form of unacceptable behaviour:

- Dedicated displays and posters to advertise the school as a 'bully-free zone' and to promote friendship.
- Friendship and anti-bullying slogans created by children across the school, displayed through the school.
- A Friendship and Anti-bullying Charter for Brannoxtown CNS, displayed in common areas of the school added to children's school journals.
- Development and review of the school's anti-bullying policy with children and staff at age/class-appropriate levels, through the school.
- Guest speakers to provide information sessions for parents, particularly concerning cyber-bullying for parents of older children.
- Dedicated days/weeks across the school to celebrate friendship and the school as a bully-free zone.
- Class-based development and celebration of 'random acts of kindness' towards one-another.
- Certificates and other simple rewards to celebrate children's achievements in kindness and friendship towards others.
- A Buddy Programme to support all children and to ensure younger children have an older child to talk with.
- Investment in Buddy Benches and interactive play spaces for the school to encourage children to play and talk together, ensuring all are included.
- Monitoring the Acceptable Use Policy and use of technology at Brannoxtown CNS to ensure access is goal-driven and supervised, as appropriate.
- Exploring and understanding the different definition of cyberbullying—a one-off posting can constitute bullying.
- Teaching students how to protect themselves online and how to report any incidents (e.g., Don't reply. Keep the message. Block the sender. Tell someone you trust).
- Promoting Internet Safety with children at Stages 3 and 4 (3rd to 6th class), as appropriate and celebrating *Internet Safety Day* annually.
- Inviting Gardaí and others to visit the school to discuss Internet Safety with children and with parents.
- Sharing materials and resources with parents of children in Stage 4 (5th and 6th Class) e.g., *A Parents' Guide to a Better Internet* (published by Webwise).



c. 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 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.

7. Anti-Bullying Policy: Monitoring and Reviewing

The Board of Management (the Board) will complete an annual review of the school's anti-bullying policy and its implementation using the checklist in Appendix 5. The checklist items are an aid to review rather than an exhaustive list. The review involves quantitative and qualitative analysis, as appropriate.

a. Success Criteria

Practical indicators of the success of this policy are evident in:

- Awareness and understanding of the policy by the school community
- Appropriate, respectful, positive behaviours at Brannoxtown CNS.
- Accurate recording and reporting of any bullying incident (yes/no) at each meeting of the Board.
- Strong relationships between home and school, from the perspectives of children, parents and school staff.

b. Implementation and Timetable for Review

This policy and related policies are reviewed annually (or in line with a change in Department legislation) and amended and updated when necessary.

c. Ratification and Communication

This policy has been made available to school personnel, published on the school website. It is also available on request. A copy of this policy will be made available to the Department and the patron if requested.

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 noted in Board minutes. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

This policy was adopted by the Board of Management of Brannoxtown CNS at their meeting on ____ October, 2024.

Signed:

Date: 22/10/2024

Susan Fitzgerald

Ms. Susan Fitzgerald
Chairperson(acting)

Signed:

Deirdre Murphy

Date:
22/10/2024

Mrs. Deirdre Murphy
Principal

Resources

Department of Education and Skills (2013). Anti-bullying procedures for primary and post-primary schools. Available:

<https://www.education.ie/en/Publications/Policy-Reports/Anti-Bullying-Procedures-for-Primary-and-Post-Primary-Schools.pdf>

Edwards, K., Cort, G. & Purdue, C. Trust Me (Content, Propaganda and Content).

Childnet International. Available: <https://www.childnet.com/resources/trust-me>

National Centre for Technology in Education, NCTE. HTML Heroes Internet Safety, 3rd & 4th Classes. Available: <https://www.webwise.ie/html-heroes/>

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National Centre for Technology in Education, NCTE. Parents' Guide to a Better Internet. Support, advice and information for parents to help their children

have a positive experience online. Available: <https://www.webwise.ie/parents/>

Professional Development Support for Teachers (PDST), (2015). Anti-bullying

Support Material. Available: <https://www.pdst.ie/sites/default/files/Anti-Bullying%20Support%20Materials.pdf>

Rigby, Ken (Updated, 2020). Bullying in Brief. Available:

<http://www.kenrigby.net/Bullying-in-brief>

Appendix 1: Definition: Types of Bullying

The following are some of the types of bullying behaviour that can occur amongst pupils and that are included in this Policy:

- **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 person is deliberately isolated, excluded or ignored by some or all of the class group. This 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 ICT such as text, social network sites, email, instant messaging (IM), apps, gaming sites, chat rooms and other online technologies. Being the target of inappropriate or hurtful messages 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) that hurts, insults or humiliates is 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 are targeted, because they are perceived as high achievers.
- **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.



Appendix 2:

Practical tips for building a positive school culture and climate

The following are practical tips 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.



Appendix 3:

Template for Recording Bullying Behaviour

For use only if an incident of bullying has been confirmed by the staff, i.e., Class Teacher and Deputy Principal/Principal.

1. Name of pupil being bullied and class group

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

Name(s):	Class(es):	Name(s):	Class(es):

3. Source & Location

Source of bullying concern/report (tick relevant box(es))*	Location of incidents (tick relevant box(es))*
Pupil concerned	Playground
Other Pupil	Classroom
Parent	Corridor
Teacher	Toilets
Other	School Bus

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

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

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

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

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

7. Brief Description of bullying behaviour and its impact (use other side if needed)

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8. Details of actions taken

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Signed: _____ Date completed: _____
(Relevant Teacher)

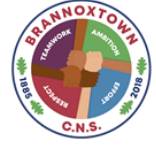
Date submitted to Principal/Deputy Principal: _____



Appendix 4:
Restorative Practice Response Sheet for Students

Answer each question fully. Check that you have included all important details. Sign the back of this sheet.

1. What happened?
2. What were you thinking at the time?
3. What have you thought about it since?
4. Who has been affected and in what way?
5. How could things have been done differently?
6. What do you think needs to happen next?



Signatures:

Student

Teacher

Principal

Date

Appendix 5: Annual Review: Checklist

The Board of Management (the Board) will complete an annual review of the school's anti-bullying policy and its implementation using the following checklist. The checklist items are an aid to review rather than an exhaustive list. The review involves quantitative and qualitative analysis, as appropriate.

	Yes /No
1. Has the Board formally adopted an Anti-bullying Policy that complies with requirements of the <i>Anti-Bullying Procedures for Schools</i> ?	
2. Has the Board published the policy on the school website and provided a copy to the parents' association?	
3. Has the Board ensured that the policy has been made available to school staff (including new staff)?	
4. Is the Board satisfied that staff are sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their daily work?	
5. Has the Board ensured that the policy has been adequately communicated to all pupils?	
6. Has the policy documented the prevention and education strategies that the school applies?	
7. Have all of the prevention and education strategies been implemented?	
8. Has the effectiveness of the prevention and education strategies that have been implemented been examined?	
9. Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	
10. Has the Board received and minuted the periodic summary reports of the Principal?	
11. Has the Board discussed how well the school is handling any reports of bullying including those addressed at an early stage and not therefore included in the Principal's periodic report to the Board?	
12. Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	
13. Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	
14. Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	
15. 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?	
16. Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	
17. Has the Board put in place an action plan to address any areas for improvement?	

Chairperson, Board of Management

Date

Principal

Date