

St. Attracta's National School 19980S



Anti-Bullying Policy

Revised & Ratified 29th Feb. 2024

1. Introduction

In accordance with the requirements of the Education (Welfare) Act 2000 and the Code of Behaviour Guidelines (Tusla, 2008), the Board of Management of St. Attracta'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 (DE, 2013) and the principles that underpin the Cinéaltas Action Plan for Bullying (DE, 2022). The Inspectorate's 'Report on the Implementation of Aspects of Anti-Bullying Measures in Schools' (DES, 2021) was also referenced in the development of this policy.

This Anti-Bullying Policy does not stand alone. It is linked to the school's [Code of Behaviour Policy](#) and [Wellbeing Action Plan](#).

This policy statement is available to all parents on the school website at www.attractas.ie

2. Best practice in preventing and tackling bullying behaviour

The Board of Management 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** is promoted which celebrates difference and diversity; a culture that 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** is provided to support, monitor and review the implementation of the policy.
- **A school-wide approach** is fostered to ensure awareness, commitment and consistency in the implementation of the policy.
- **A shared understanding of what bullying is and its impact** is a priority for all members of the school community.
- **Implementation of education and prevention strategies**, that build awareness, empathy, respect and resilience in pupils; and explicitly address the issues of cyber-bullying and identity-based bullying including homophobic and transphobic bullying.
- **Effective supervision and monitoring of pupils** is a whole staff responsibility.
- **Supports for staff** are provided to support the effective implementation of the policy.
- **Consistent recording, investigation and follow up of bullying behaviour** are recognised as critical to the integrity of the policy's successful implementation.
- **On-going evaluation of the effectiveness of the anti-bullying policy** is a priority.

3. Definition of bullying

This policy adopts the definition of bullying included in The Cinéaltas: Action Plan on Bullying (DE, 2022):

Bullying is targeted behaviour, online or offline, that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society.

The following **types of bullying** behaviour are included in this 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 or Roma community and bullying of those with disabilities or additional 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 are dealt with, as appropriate, in accordance with the school's Code of Behaviour Policy.

Posting a once-off offensive or hurtful online message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or shared by others will be regarded as bullying behaviour.

Additional information on the **different types of bullying** is set out in the [Anti-Bullying Procedures for Primary and Post-Primary Schools](#), Section 2 (DE, 2013).

4. Example of bullying behaviours

Source: *Anti-Bullying Procedures for Primary and Post-Primary Schools (DE, 2013)*

<p>General behaviours which apply to all types of bullying</p>	<ul style="list-style-type: none"> • Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc. • Physical aggression • Damage to property • Name calling • Slagging • The production, display or circulation of written words, pictures or other materials aimed at intimidating another person • Offensive graffiti • Extortion • Intimidation • Insulting or offensive gestures • The “look” • Invasion of personal space • A combination of any of the types listed.
<p>Cyber</p>	<ul style="list-style-type: none"> • Denigration: Spreading rumours, lies or gossip to hurt a person’s reputation

	<ul style="list-style-type: none"> • Harassment: Continually sending vicious, mean or disturbing messages to an individual • Impersonation: Posting offensive or aggressive messages under another person’s name • Flaming: Using inflammatory or vulgar words to provoke an online fight • Trickery: Fooling someone into sharing personal information which you then post online • Outing: Posting or sharing confidential or compromising information or images • Exclusion: Purposefully excluding someone from an online group • Cyber stalking: Ongoing harassment and denigration that causes a person considerable fear for his/her safety • Silent telephone/mobile phone call • Abusive telephone/mobile phone calls • Abusive text messages • Abusive email • Abusive communication on social networks e.g. Facebook/YouTube/TikTok/ Instagram/ WhatsApp or on games consoles • Abusive website comments/Blogs/Pictures • Abusive posts on any form of communication technology
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Identity Based Behaviours Including any of the nine discriminatory grounds mentioned in Equality Legislation (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).	
Homophobic and Transgender	<ul style="list-style-type: none"> • Spreading rumours about a person's sexual orientation • Taunting a person of a different sexual orientation • Name calling e.g. Gay, queer, lesbian...used in a derogatory manner • Physical intimidation or attacks • Threats
Race, nationality, ethnic background and membership of the Traveller community	<ul style="list-style-type: none"> • Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background • Exclusion on the basis of any of the above
Relational	<p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"> • Malicious gossip • Isolation & exclusion • Ignoring • Excluding from the group • Taking someone's friends away • "Bitching" • Spreading rumours
	<ul style="list-style-type: none"> • Breaking confidence • Talking loud enough so that the victim can hear • The "look" • Use or terminology such as 'nerd' in a derogatory way
Sexual	<ul style="list-style-type: none"> • Unwelcome or inappropriate sexual comments or touching • Harassment
Special Educational Needs, Disability	<ul style="list-style-type: none"> • Name calling • Taunting others because of their disability or learning needs • Taking advantage of some pupils' vulnerabilities and limited capacity to recognise and defend themselves against bullying • Taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and social cues. • Mimicking a person's disability • Setting others up for ridicule

See also **Appendix 2** - Types of Bullying

5. Why some pupils bully others

It is generally accepted that bullying is a learned behaviour. Pupils who bully tend to display aggressive attitudes combined with a low level of self-esteem. Children become bullies for many reasons. They may...

- feel insecure and inadequate
- be bullied by parents or older children at home
- find it difficult to socialise with their peers and so pick on younger more vulnerable children
- feel they must succeed at all costs
- be very spoilt and go totally unchallenged at home
- be constantly humiliated by others and in turn do this to other children
- be physically, sexually or emotionally abused themselves
- be acting as bystanders or supporters of a bully. In this case it must be pointed out that they are equally guilty of bullying.

6. Where bullying take place

Bullying can take place anywhere including...

- in school, in class, in the playground, in toilets
- on the way to or from school
- at activities outside of school
- on the road/street/in the home, etc.
- online – through social media/text messages/email/etc...

Factors with origins in differences or conflicts between parties outside the school may contribute to incidents of bullying within the school.

4. Responsibility for investigating alleged bullying

The staff responsible for investigating alleged bullying are as the class teacher in the first instance, and the Principal in accordance with the *Anti-Bullying Procedures for Primary and Post-Primary Schools*, Section 6.8. (DE 2013).

5. Education and prevention strategies

The education and prevention strategies employed by the school include the following. These strategies are sourced in *Anti-Bullying Procedures for Primary and Post-Primary Schools*, Section 6.5, (DE 2013).

(a) Creating a culture of telling – ‘We are a telling school’

In keeping with a key Stay Safe message – *Keep telling until someone does something* - the school staff regularly remind pupils that all incidents of bullying behaviour must be reported. Reassurance is given that all incidents of bullying will be dealt with in a safe manner. Pupils are actively encouraged to have their voice heard and, in so doing, gain a confidence in telling.

It is made clear to all pupils are behaving responsibly when they report incidents of bullying. They are helped to understand that are not considered to be telling tales. Bystanders also encouraged to tell if they witness bullying or suspect that bullying is taking place.

Pupils know who to tell and how to tell e.g.

- Direct approach to class teacher, principal or any other member of staff.
- Ask a parent(s)/guardian(s) to tell on their behalf.
- Ask a friend/peer to tell on their behalf.

Actions

- Teach and promote the school mantra ‘*We are a telling school*’ in class and during school assemblies. The manta will be displayed in all classrooms.
- Make posters promoting positive behaviours and relationships for around the school and in our classrooms (3rd- 6th class).
- School staff remind pupils who to report bullying.
- Catch Them Being Good - notice and acknowledge desired respectful behaviour. Award the pupils with a certificate at our school assembly.
- Explicitly teach school rules in pupil friendly language in the classroom and in common areas. Display the rules around the school building.
- Involve the Pupil Voice Committee in contributing to developing a school environment where bullying is neither accepted nor tolerated.
- Promotion of outdoor furniture such as the school’s buddy bench
- Displays and murals promoting friendship, wellbeing and anti-bullying
- School staff will ensure the school’s Code of Behaviour is reinforced and upheld on a daily basis.

(b) Curriculum

The school will follow the agreed SPHE two-year plan. From an anti-bullying perspective, the SPHE programmes to be followed as part of this plan are:

- **The Stay Safe Programme** which teaches children about the importance of telling.
- **The Relationships and Sexuality Education Programme** which enables children to feel confident and comfortable with their sexuality and that of others.
- **The Walk Tall Programme** which give children the confidence, skills and knowledge to make healthy choices.

The Stay Safe Programme and lessons related to bullying are taught every second year. As part of the SPHE programme, the anti-bullying policy is discussed with middle and senior pupils every two years and sooner should a bullying occur.

The SPHE Policy is available on the school's website – www.attractas.ie.

Actions

- Lessons on bullying taught as part of the SPHE Programme every two years.
- Lessons on bullying integrated with other subjects on a yearly basis, e.g., English, SESE, Art, Music, Drama, etc.
- Organise an Annual Whole-School Friendship Week.
- Organise an Annual Wellbeing Week.
- A school wide anti-bullying poster competition will be run annually with the winning artwork being displayed on the notice boards throughout the school.
- Suitable and safe apps have been downloaded for school devices. Internet access will be closely monitored.

(c) Supervision and monitoring

Effective supervision and monitoring systems facilitate early intervention. The school ensures the provision of appropriate levels of supervision and monitoring of classrooms, corridors, playgrounds/ school grounds, school outings and extra-curricular activities. Supervision also applies to the monitoring pupil use of communication technology within class time.

Non-teaching staff are encouraged to be vigilant and report issues to teachers.

Actions

- Whole-staff implementation and regular review of the school's supervision rota
- Identification of 'hot-spots' and 'hot-times' where bullying is more likely to occur and ensuring that staff remain vigilant to emerging patterns
- Record incidents on the Aladdin System immediately
- Inform principal of bullying incidents
- Follow the steps set out in the Code of Behaviour and Anti-Bullying Policy.

(d) Staff Professional Development

The Anti-Bullying Policy is included as an agenda item at staff meetings at least twice per year and more should circumstances require it. These opportunities support staff members to develop and maintain an awareness of the potential for bullying to occur as well the agreed procedures to follow when investigating and responding. All staff members, including substitute teachers, are provided with the Anti-Bullying Policy via the school Padlet on Aladdin.

Actions

- Systematic induction of new staff members to the school's Anti-Bullying Policy.
- Ensuring that all staff members are aware of the pastoral dimension of their role.
- Providing staff with CPD opportunities across programmes such as the *Friends Resilience Programme*, *Zippy's Friends*, *The Incredible Years* and related courses.

(e) Pupil Wellbeing

The school's Wellbeing Committee and Pupil Voice Committee work with staff and pupils to promote a variety of whole school strategies to prevent bullying and build a culture of positive relationships.

We raise awareness among pupils that bullying is an unacceptable behaviour by:

- ✓ Displaying posters in the school promoting friendship and bullying prevention.
- ✓ Annual pupil competition to create an anti-bullying posters for our school.
- ✓ Promoting a positive sense of self-worth and building empathy and resilience in pupils.
- ✓ Random Acts of Kindness celebrated at school assembly.
- ✓ Rewarding incidents of good and improved behaviour at classroom school level.
- ✓ Extra-curricular activities available for all pupils.
- ✓ Celebration of International Day.
- ✓ Celebration of Friendship Week and Wellbeing Week
- ✓ Development of the use of a Friendship/Buddy Bench, gifted by the local Men's Shed Committee.

Actions

- School Assembly: Celebrate Acts of Kindness.
- Classroom Reward System: Rewarding incidents of good and improved behaviour at classroom level.
- Extra-Curricular Activities: Extra-curricular activities available for all pupils including a range of after-school clubs and sports activities.
- Celebration of International Days, e.g. International Day of Happiness (March), International Day of Kindness (November).

- Celebration of Friendship Week (Term 1).
- Celebration of Wellbeing Week (Term 2).
- Promote the use of our school's Friendship/Buddy Bench.

See **Appendix 1** for additional practical actions taken by the school community to build and maintain a positive school culture and climate.

(f) Cyber bullying

The school actively promotes awareness among parents/ guardians and pupils of the Acceptable Use Policy. Parents/ guardians must provide the school with a statement that they have read and agree to the AUP.

Pupils are reminded that communicating a once-off posting on social media constitutes bullying.

Parent(s)/guardian(s) and pupils are advised that it is illegal for a child under 13 to register with and use many social media networks. Safer Internet Day is promoted annually. This initiative includes a focus on cyberbullying and what pupils should do if they believe they are experiencing this form of bullying.

In the event of a receiving an unsolicited message, pupils are encouraged...

Not to reply.

Keep the message.

Block the sender.

Tell someone you trust.

A visit from external experts to discuss issues of bullying, cyber-bullying and internet safety with senior classes. The Community Garda visits the senior classes annually to talk about cyber bullying. Parent(s)/guardian(s) of children from 5th and 6th classes to receive a link to *A Parents' Guide to a Better Internet* published by Webwise.

Actions

- AUP Policy – parental consent at the beginning of the academic year via Aladdin
- Organise Safer Internet Day on an annual basis (February).
- Use the Webwise Programme in the senior classes to discuss the issues of cyber bullying.
- Send parents Webwise information booklets for parents/ Make them available on the school's website.
- Actively involve parents and/or the Parents' Association in awareness raising campaigns around social media.
- PA organise an Internet Safety Night/ Anti-Bullying webinar/ talk for our parent cohort.
- Organise an external speaker to talk to 3rd – 6th class about internet safety and cyber bullying.
- Organise the annual visit from the local Gardaí.

(g) Inclusion of all pupils

Where issues of identity-based bullying arise the school will respond at an individual, group, class, or whole school context in consultation with the parents/guardians of the child/ren involved. The age and stage of the children's development will be taken into consideration.

Actions

- Engagement by staff members in diversity and equality awareness training.
- Staff modelling and promoting respect for diversity.
- Promote an inclusive culture in school e.g. Amber Flag and Yellow Flag Initiatives.
- Whole-School Odd Sock Day to celebrate difference.
- Display of posters around the school promoting our school's inclusive nature.

6. Procedures for the investigation, response to and recording of bullying behaviour

The school's procedures are in accordance with *Anti-Bullying Procedures for Primary and Post-Primary Schools*, Section 6.8. (DE, 2013)

Reporting bullying behaviour

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

Procedures for investigating, responding to and recording of bullying behaviour

Stage 1

Informal Investigation and Action

- In investigating and dealing with incidents of alleged bullying, the relevant teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved.
- **Appendix 3:** Indications of Bullying Behaviour – Signs and Symptoms

Informal Recording

- While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher must keep a written record of the reports, the actions taken and any discussions with those involved regarding same.
- The relevant teacher must inform the principal of all incidents being investigated.

Stage 2

Formal Investigation and Action

1. Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to the pupil how they are in breach of the school's Anti-Bullying Policy. Efforts should be made to try to get them to understand the situation from the perspective of the pupil being bullied.
2. The parent(s)/guardian(s) of the parties involved should be contacted at an early stage inform them of the matter and explain the actions being taken (by reference to the school policy). The school should give parent(s)/guardian(s) an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports provided to the pupils.
3. It must also be made clear to all involved that in any situation where sanctions are required, this is a private matter between the pupil and their parent(s)/guardian(s) and the school.
4. Sanctions used will be in line with the school's Code of Behaviour.
5. Parent(s)/guardian(s) and pupils are required to co-operate with the investigation and to assist the school in resolving issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible.
6. Where possible, incidents should be investigated away from the classroom to ensure the privacy of all involved.
7. All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way.
8. When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a

- nonaggressive manner;
9. Group meetings and/or individual meetings may be held.
 10. Each member of a group should be supported through the possible pressures that may face them from the other members of the group after the interview by the teacher;
 11. It may also be appropriate or helpful to ask those involved to write down their account of the incident(s).

Formal Recording

1. The relevant teacher must use the recording template at **Appendix 4 - Formal Bullying Report Form-** to record the bullying behaviour. For ease of access and filing, this template is embedded into the school's Aladdin suite of documents and templates.
2. When the recording template is used, it must be completed in Aladdin by the relevant teacher where it automatically saves. The relevant teacher must inform the principal that the form in Aladdin was completed.

Follow up

- Follow-up separate meetings with the relevant parties may be arranged at a later stage. A joint meeting may also be arranged at a later date if the pupil who was bullied is ready and agreeable.
- Where a parent(s)/guardian(s) believes that the school has not dealt with a bullying case in accordance with the procedures set out in the policy, the parent(s)/guardian(s) will be referred to the school's Parent Complaint's Procedure. This procedure is available on the school website www.attractas.ie
- In the event that a parent(s)/guardian(s) has exhausted the school's Parent Complaint's Procedure and is still not satisfied, the school will advise parent(s)/guardian(s) of their right to make a complaint to the Ombudsman for Children.

7. Support for pupils affected by bullying

The school's programme of support for working with pupils affected by bullying is in accordance with the guidance set out in *the Anti-Bullying Procedures for Primary and Post Primary Schools*, Section 6.8 (DE, 2013).

- Pupils involved in bullying behaviour will require assistance on an ongoing basis. For those with low self-esteem, opportunities are provided by the class teacher to increase feelings of self-worth. One-to-one support may also be provided by a staff member if required.
- Pupils who engage in bullying behaviour may need counselling to help them learn other ways of meeting their needs without violating the rights of others. NEPS will advise the school accordingly.

- Parent/s or guardians of a child who is found to be responsible for bullying are advised by the school:
 1. Not to panic. This may be a temporary response to something else in the child's life e.g. a new baby, a death in the family, a difficult home problem, etc. Give your child an opportunity to talk about something that could be upsetting him/her.
 2. Not to punish bullying by being a bully yourself. Talk to your child and try to find out if there is a problem. Explain how the other child felt when bullied. Over time, try to get the child to understand the other child's point of view.
 3. Bullies often suffer from poor self-esteem. Use every opportunity to praise good, considerate, helpful behaviour.
 4. Talk to the child's teacher and try to find out more about their school behaviour. Enlist the teacher's help as it is important that both parties take the same approach to supporting the child.
 5. If the situation remains challenging, you may consult with the school or G.P. to explore if professional assessment for your child may be useful.

8. Supervision and Monitoring of Pupils

The Board of Management confirms that appropriate supervision procedures are in place to monitor pupils and, when required, make timely interventions.

9. Prevention of Harassment

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

10. Policy Ratification

This policy was ratified by the Board of Management on 29th February 2024.

11. Communication of Policy to other Stakeholders

This policy is published on the school website and is also readily accessible to parents / guardians and pupils on request from the School Office.

A copy of this policy will be made available to the Department of Education and the patron if requested.

12. Implementation and Review

This policy and its implementation will be reviewed by the Board of Management annually. Written notification that the completed annual is published on the school website. A record of the review and its outcome will be made available, if requested, to the patron and the Department of Education.

See **Appendix 5: Checklist for annual review of the policy** and its implementation.

Signed:

Chairperson of Board of Management
Principal

29th February 2024

Appendix 1

Practical actions for building a positive school culture and climate

Source: Anti-Bullying Procedures for Primary and Post-Primary Schools (DE, 2013)

The following are some practical actions employed by the school community to promote a positive school culture and climate in an effort to prevent bullying behaviour.

- Model respectful behaviour.
- 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.
- Give constructive feedback to pupils when respectful behaviour and respectful language are absent.
- Implement 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 the use of electronic devices.
- 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 actively watch out for signs of bullying behaviour.
- Ensure there is adequate playground/school yard/outdoor supervision.
- School staff, with support from pupils, identify bullying "hot spots" and "hot times" in the school. Hot spots and hot times tend to be in the playground/school yard/outdoor areas and corridors; start of the year; new pupils joining a class during the year.

Appendix 2

Types of Bullying

A. Pupil Behaviour

Extortion

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

Intimidation or Gesture Bullying

Some bullying behaviour takes the form of intimidation. It is based on the use of very aggressive body language with the voice being used as a weapon. Particularly upsetting to victims can be the so-called “look” – a facial expression, which conveys aggression, dislike or contempt.

Isolation

This form of bullying behaviour seems to be more prevalent among girls – “cool gangs”. A certain person is deliberately isolated, excluded or ignored by some or all of the class or peer group. This practice is usually initiated by the person engaged in bullying behaviour. It may be accompanied by writing insulting remarks about the victim on blackboards or in public places, by passing around notes about or drawings of the victim or by whispering insults about them loud enough to be heard.

Name calling

Persistent name-calling or the use of bad language directed at the same individual(s), which hurts, insults or humiliates, should be regarded as a form of bullying behaviour. Most name-calling of this type refers to physical appearance 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. First, there are those who are singled out for attention because they are perceived to be slow, or weak academically. At the other extreme are those who, because they are perceived as high achievers.

Slagging

This behaviour usually refers to the good natured banter, which goes on as part of the normal social interchange between people. However, when this slagging extends to very personal remarks aimed again and again at the one individual about appearance, clothing, personal hygiene or involves references of an uncomplimentary nature to members of one’s family, then it assumes the form of bullying. Suggestive remarks about a pupil’s sexual orientation can also be classified as bullying.

Malicious Rumours

Spreading malicious rumours about a person is also a form of bullying.

Physical Aggression

This behaviour includes pushing, shoving, punching, kicking poking and tripping people up. It may also take the form of severe physical assault. While some pupils may engage in “mess fights” these can often be used as a disguise for physical harassment or inflicting pain.

Damage to Property

Personal property can be the focus of attention for the bully. This may result in damage to clothing, school books and other learning materials. 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 or marked with graffiti.

Bullying of School Personnel

Bullying of school personnel by means of physical assault, damage to property, verbal abuse, threats to peoples’ families’, etc.

Cyberbullying

Cyberbullying is the targeting of another pupil through the use of technology. Cyberbullying tends to be more extreme than face-to-face bullying. Often, young people will say things online that they wouldn’t say in person. The effects of cyberbullying mirror what occurs when a child is bullied in person. Many children on the receiving end of a barrage of nasty messages suffer drops in learning progression; low self-esteem; changes in interests, and depression. Cyberbullying can also have more serious effects on a child’s wellbeing. Because of how and where it occurs – on the internet – children are subjected to cyberbullying at all times when they are online, including in their home. This means that bullies can reach others in the one place they expect to be safe and can also lead a victim to feel that the bullying is inescapable. Cyberbullying also allows the message to be much more far-reaching. In just a few clicks, an embarrassing photo or nasty post can be shared all over a website for a whole school to see.

B. Teacher Behaviour

A teacher may, unwittingly or otherwise, engage in, instigate or reinforce bullying behaviour in a number of ways:

- shouting at pupils as a normal part course of daily routine/discipline
- using sarcasm or other insulting or demeaning form of language when addressing pupils, making negative comments about a pupil’s appearance or background
- humiliating directly or indirectly, a pupil who is particularly academically weak or outstanding, or vulnerable in other ways
- using threatening or intimidating gestures, or any form of degrading physical contact or exercises.

Appendix 3

Indications of Bullying/Behaviour – Signs and Symptoms

The following signs/symptoms may suggest that a pupil is being bullied.

- Anxiety about travelling to and from school – requesting parents to drive or collect them, changing route to travel, avoiding regular times for travelling to and from school.
- Fear of going out to yard.
- Unwillingness to go to school, refusal to attend, particularly among older children.
- Missing from school.
- Deterioration in educational performance, loss of concentration and loss of enthusiasm and interest in school.
- Pattern of physical illnesses e.g. headaches, stomach aches.
- Unexpected changes either in mood or behaviour. These may be particularly noticeable before returning to school after weekends or more especially after longer school holidays
- Visible signs of anxiety or distress – stammering, withdrawing, nightmares, difficulty in sleeping, crying, not eating, vomiting, bedwetting.
- Spontaneous out-of-character comments about either pupils or teachers – “we can’t tell teacher as she gets cross and shouts”.
- Possessions missing or damaged.
- Increased requests for money or stealing money to meet extortion demands.
- Unexplained bruising or cuts or damaged clothing.
- Reluctance and/or refusal to say what is troubling him/her.
- Becoming isolated in the class.
- Unexplained absences.
- May begin to bully other smaller children.
- Become isolated in the playground.
- Continuously make excuses to explain any of the above.

These signs do not necessarily mean that a pupil is being bullied. They can also be indicative of other problems. If repeated or occurring in combination these signs do warrant investigation in order to establish what is affecting the pupil.

Appendix 4

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)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Brief Description of bullying behaviour and its impact

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9. Details of actions taken

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Signed _____ (Relevant Teacher) Date _____

Date submitted to Principal/Deputy Principal _____

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

Appendix 5

Checklist for annual review of the policy and its implementation

The Board of Management undertakes an annual review of the school's anti-bullying policy and its implementation. The following checklist is used for this purpose. The checklist is an aid to conducting this review. In order to complete the checklist, a review involving both quantitative and qualitative analysis, as appropriate across the various elements of the implementation of the school's Anti-Bullying policy is 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?	
Has the policy documented the prevention and education strategies that the school applies?	
Have all of the prevention and education strategies been implemented?	
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	
Has the Board received and minuted the periodic summary reports of the Principal?	
Has the Board discussed how well the school is handling all reports of bullying including those addressed at an early stage and not therefore included in the Principal's periodic report to the Board?	
Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	
Has the data available from cases reported to the Principal (by the bullying recording template) been analysed to identify any issues, trends or patterns in bullying behaviour?	
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	
Has the Board put in place an action plan to address any areas for improvement?	

Appendix 6

Notification Regarding the Board of Management's Annual Review of the Anti-Bullying Policy

To: _____

The Board of Management of _____ wishes to inform you that:

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

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

Signed _____ Date _____

Chairperson, Board of Management

Signed _____ Date _____

Principal

Appendix 7

Useful Web Links

www.antibullyingcampaign.ie

<http://www.stopbullying.org>

<http://www.childline.ie>

<http://www.ispcc.ie>

www.sticksandstones.ie

[http://www.samaritans.org/talk to someone/find my local branch/ireland.aspx](http://www.samaritans.org/talk-to-someone/find-my-local-branch/ireland.aspx)

<http://www.abc.tcd.ie/>

<http://www.nehb.ie/cool-school-bully-free/default.htm>

<http://www.teachers.tv>

<http://www.stopbullyingnow.hrsa.gov/>

<http://www.watchyourspace.ie>

<http://www.dublinsamaritans.ie/>

www.webwise.ie/explainer

www.webwise.ie/blockit-combating-mobile-phone-bullying.shtm