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*T227*

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## Anti-Bullying Policy

In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB, the Board of Management of Murhur N.S. 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 & Skills in September 2013.

## Best Practice in the Prevention of 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 and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:

- A positive school culture and climate which-
  - is welcoming of difference and diversity and is based on inclusivity;
  - encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
  - promotes respectful relationships across the school community;
- Effective leadership;
- A school-wide approach;
- A shared understanding of what bullying is and its impact;
- Implementation of education and prevention strategies (including awareness raising measures) 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); and
- On-going evaluation of the effectiveness of the Anti-Bullying Policy.

## 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:

- deliberate exclusion, malicious gossip and other forms of relational bullying,
- cyber-bullying and
- identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.
- Verbal abuse, anonymous or otherwise.
- Victimisation; including very personal remarks.
- Exclusion and isolation.

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

However, in the context of this policy, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the school's Code of Behaviour.

Additional information on different types of bullying is set out in Section 2 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools, DES, 2013*.

## School Contact Personnel

The relevant teacher(s) for investigating and dealing with bullying is (are) as follows:

At Murhur N.S. a pupil or parent may bring a bullying concern to any teacher in the school. This includes a substitute teacher who will, in turn, pass on this information to the principal or deputy principal.

## Education & Prevention Strategies

The education and prevention strategies (including strategies specifically aimed at cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying) that will be used by the school are as follows:

All members of the school community will foster a cordial atmosphere based on respect for all individuals, thus creating a caring, safe and positive school environment. Kindness, respect and tolerance towards each individual are expected of all members of the school community. These core principles are strongly advocated and actively promoted.

In our school teachers seek to build up a relationship of trust and confidence with their pupils with a view to preventing cases of bullying behaviour. Teachers are careful to act as good role-models and will not misuse their authority. Moreover, they aim to be firm, clear and consistent in their

disciplinary measures. Techniques based on positive motivation and recognition have been found to be most effective in promoting desired behaviour. The school recognises the right and obligation of parents to share in the task of equipping pupils with a range of life-skills.

The school takes particular care of "at risk" pupils and uses its monitoring system to provide early intervention when/if necessary and responds to the needs, fears or anxieties of individual members in a sensitive manner.

The school recognises the need to co-operate with and keep parents informed of procedures so as to maintain the positive relationships that exist within the school community. Teachers will discuss the school's anti-bullying policy with the pupils at an age appropriate level.

Teachers will emphasise that bullying behaviour is unacceptable, will not be tolerated and is wrong. Teachers will be vigilant and will respond sensitively and caringly to pupils who disclose incidents of bullying. All alleged incidents of bullying will be investigated by the relevant teacher.

The school disapproves of vulgar, offensive, sectarian language or other aggressive behaviour by any members of the school community. The school community recognises the right of staff members to a safe working environment and that of pupils to a safe and secure environment where learning can take place. Any infringement on the aforementioned rights of staff and pupils will be taken most seriously and appropriate action, as deemed necessary by the Board of Management, will be taken in the event of these rights being infringed upon by any member of the school community.

The school recognises the role of other community agencies in preventing and dealing with bullying. In some cases it may be deemed appropriate to involve the Gardai (Junior Liaison Officer), the H.S.E./Social Services and or counselling services.

The School has a clear commitment to promoting equity in general and gender equity in particular in all aspects of its functioning.

#### *Organisation:*

In order to minimise opportunities for bullying, comprehensive supervision and monitoring measures are in place. Pupils are encouraged to be active during breaks. Weather permitting pupils will play outside. The playground is supervised during morning and lunch breaks. Pupils are escorted from the yard to the classroom by the teacher on supervision duty or their Class Teachers. On wet days pupils are supervised in their classrooms by the teacher scheduled for duty. Parents are encouraged to bring their children to school as near to school starting time as possible and to collect them promptly when school finishes.

#### *Classroom:*

A safe, caring and positive learning environment will be provided in each learning setting. A sense of belonging and involvement is encouraged

Rules and routines will be clearly outlined Social skills will be developed.

These skills may be listed as:

- Understanding ones own feelings and self-concept
- How to communicate effectively and appropriately
- How to work co-operatively in groups
- How to manage and resolve conflict
- How to solve problems and make decisions
- How to understand one's own values and those of others

- How to take effective and appropriate social action.

These skills are taught in a number of way, including:

- Modelling of appropriate behaviour
- Incidentally during lessons e.g. reinforcing good social skills, identifying inappropriate behaviour
- Through structured class guidelines e.g. collaboratively developed class rules

As self-esteem is the single most influential factor in determining behaviour, teachers aim to provide pupils with opportunities to develop a positive sense of worth. Children's self esteem is developed through celebrating individual differences, achievements, acknowledging and rewarding good behaviour and manners and providing opportunities for success through the curriculum and other activities. Pupils will be rewarded for effort and improvement and expectations of their performance will be positive.

Teachers help pupils to develop empathy by discussing feelings and trying to put themselves in the place of others. Relationships with pupils are based on mutual respect and trust so that the pupils will have confidence in the school staff.

#### *Formal School Curriculum:*

The formal curriculum of the school will also be used to educate all pupils against bullying behaviour. Anti-bullying issues may be raised through our school's religion programme. The Social, Personal and Health Education (SPHE) Programme, the Stay Safe programme

and the Walk Tall programme will provide opportunities for children to explore issues around keeping themselves and others safe. In Drama pupils have opportunities to learn coping strategies and through role play they may practice using eye contact, positive body language and phrases e.g. "Go away and leave me alone". English extracts may be used as stimulus for discussion. In S.E.S.E. the interdependence of people can be discussed. In

Physical Education co-operation and respect for others is promoted through team sports and non-competitive participation in sporting activities. Sporting activities provide excellent opportunities for promoting the importance of conforming and playing fairly and by the rules. In the area of Visual Arts pupils can be allowed to explore feelings through colour, illustrate different situations etc.

At the teacher's discretion a "Worry Box" may be placed in the classroom. The pupils will understand that if they wish they may write a note detailing concerns they may have. This note must be signed.

#### *Pupils:*

Pupils are expected to be tolerant and to have mutual respect for each other. Pupils should report incidents of bullying to their parents and teachers.

#### *Staff:*

The Board of Management ensures that members of school staff have sufficient familiarity with the school's anti-bullying policy to enable them to effectively and consistently apply the policy when required. Supports for staff will be appropriate to the individual's role and will enable staff to recognise bullying, implement effective strategies for preventing bullying and where appropriate, intervene effectively in bullying cases. The Board of Management will also make appropriate arrangements to ensure that temporary and substitute staff has sufficient awareness of the school's



Code of Behaviour and its Anti-Bullying Policy. (School policies are available to view on the Student Management System – “Aladdin” and school website)

*Parents:*

Parents are expected to:

- Encourage positive behaviour and discourage negative behaviour both at home and at school.
- Encourage children to solve difficulties without resorting to aggression.
- Encourage children to share, to be kind, to be caring, and to be understanding towards others.
- Monitor the use of social media/IT to ensure appropriate use by pupils.
- Watch out for signs and symptoms that your child is being bullied or is bullying others.
- Discuss the school's anti-bullying policy with children.
- Support the school in its efforts to prevent and treat bullying.
- Ensure that children adhere to school policy/code of behaviour.
- Engage in an appropriate manner with school staff.

## Investigation & Follow-Up Procedures

The school's procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows:

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

The school's procedures will be consistent with the following:

- 1) In investigating and dealing with bullying, the teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved.
- 2) All reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher. In that way pupils will gain confidence in 'telling'. This confidence factor is of vital importance. It should be made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly.
- 3) The School, through the 'Relevant Teacher' reserves the right to ask any pupil to write an account of what happened, as part of an investigation. This will be a standard procedure and does not necessarily imply that a pupil is guilty of misbehaviour.
- 4) Non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners must be encouraged to report any incidents of alleged bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher.
- 5) 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.
- 6) Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents.

- 7) Incidents are generally best investigated outside the classroom situation to ensure the privacy of all involved.
- 8) 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.
- 9) When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what?, where?, when?, who? and why?. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner.
- 10) 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.
- 11) Each member of a group should be supported through the possible pressures that they may face them from the other members of the group after interview by the teacher.
- 12) In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parents of the parties involved should be contacted by the relevant teacher at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy). The school should give parents an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports for their pupils.
- 13) Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to him/her how he/she is in breach of the school's anti-bullying policy and efforts should be made to try to get him/her to see the situation from the perspective of the pupil being bullied
- 14) It must also be made clear to all involved (each set of pupils and parents) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parents and the school.
- 15) 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. This can have a therapeutic effect.

## Procedures for investigating allegations of bullying

- Pupils who are alleged to have been involved in bullying behaviour are interviewed by the 'Relevant Teacher' who will use their Professional Discretion to establish the nature and extent of the behaviour.

- The 'Relevant Teacher' does not apportion blame but rather treats bullying behaviour as a "mistake" that can and must be remedied. S/he emphasises that the intention is not to punish perpetrators but to talk to them, to explain how harmful and hurtful bullying is and to seek a promise that it will stop. If that promise is forthcoming and is honoured there will be no penalty and that will be the end of the matter. Pupils who report bullying therefore are not getting others "in trouble" so much as enabling them to get out of trouble into which they may ultimately get if the bullying continued.
- In the event that children have been involved in bullying behaviour the incident is recorded by the 'Relevant Teacher' and in the presence of another adult the children agree verbally that the incident will not occur again.
- If a pupil has agreed verbally not to take part in bullying behaviour again, but then chooses to break that agreement and continue the bullying behaviour, this can then no longer be considered a "mistake." In this event parent(s)/guardian(s) will be informed and requested to countersign their daughter/son's promise (on standard form). Breach of this additional promise by further bullying behaviour is regarded as a very grave matter and a serious sanction may be imposed by the school authorities (See sanctions below).
- All documentation regarding bullying incidents and their resolution is retained securely in the school.

## Sanctions

Where a pupil has been found to be engaged in bullying behaviour, has formally promised to stop and has broken that promise, any of the following sanctions may be imposed:

- S/he may be required to sign another promise
  - countersigned by a parent/guardian
- Parent(s)/guardian(s) may be contacted by the 'Relevant Teacher' and informed of the nature and extent of the bullying behaviour with a view to agreeing a strategy whereby a promise to end the bullying behaviour would be honoured
- Sanctions as specified in the Code of Behaviour may be imposed
- Parent(s)/guardian(s) may be invited to a meeting with the 'Relevant Teacher' and the Principal and the pupil may be suspended from school.
- The case may be referred to the Board of Management and the pupil may be expelled from the school.

## Follow up and recording

In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of his/her professional judgement, take the following factors into account:

- Whether the bullying behaviour has ceased.
- Whether any issues between the parties have been resolved as far as is practicable. Whether the relationships between the parties have been restored as far as is practicable.
- Any feedback received from the parties involved, their parents or the school Principal or Deputy Principal.

Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents must be referred, as appropriate, to the school's complaints procedures.

Where meetings are necessary to discuss issues that may arise a teacher or a parent may choose to have another adult accompany them to any meeting being held.

In the event that a parent has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parents of their right to make a complaint to the Ombudsman for Children.

## Recording of Bullying Behaviour

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

The school's procedures for noting and reporting bullying behaviour are as follows: Informal- pre-determination that bullying has occurred

- All staff must keep a written record of any incidents witnessed by them or notified to them. All incidents must be reported to the relevant teacher. Incidents must be recorded using the Incident Report Form in Appendix 7 of this document. 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.

## Formal Stage 1-determination that bullying has occurred

- If it is established by the relevant teacher that bullying has occurred, the relevant teacher must keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.
- At the end of each term Relevant Teachers will forward and records of investigations to the Principal who will maintain same in a secure manner.

### Formal Stage 2-Appendix 3 (From DES Procedures)

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

In cases where he/she considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour occurred; and

a) In the following circumstances bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable:

- Where there is immediate fear of physical harm to others.
- Where there is a threat of self-harm.
- Where a child refuses to attend school.

When the recording template is used it will be maintained in the Principal's office in a secure manner. It is the responsibility of the Relevant Teacher to ensure that the recording template is brought to the Principals office for storage in a timely manner.

### Established Intervention Strategies

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

### Periodic summary reports to the Board of Management

At least once in every school term, the Principal will provide a report to the Board of Management setting out:

- the overall number of bullying cases reported (by means of the bullying recording template at Appendix 4) since the previous report to the Board and
- confirmation that all cases referred to at 1 above 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.

The minutes of the Board of Management meeting will record the above but in doing so will not include any identifying details of the pupils involved.

### Bullying as Part of a Continuum of Behaviour

The Board of Management of Murhur National School realises that bullying behaviour can be part of a continuum of behaviour rather than a stand-alone issue and in some cases behaviour may escalate

beyond that which can be described as bullying to serious physical or sexual assault or harassment. To ensure that any such cases are dealt with appropriately, the school's anti-bullying policy should be read in conjunction with the schools Code of Behaviour which provides for referral to be made to relevant external agencies and authorities where appropriate. In cases where the school has serious concerns in relation to managing the behaviour of a pupil, the advice of the National Education Psychological Service (NEPS) will be sought.

## Referral of serious cases to the HSE

- 1) 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 must consult the HSE Children and Family Social Services with a view to drawing up an appropriate response, such as a management plan".
- 2) Serious instances of bullying behaviour should, 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.
- 3) 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.

## Working with Pupils Affected by Bullying

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

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

- Support will be provided for anyone who is bullied by offering them an immediate opportunity to talk about their experience with their class teacher or other teacher, along with continuing support when they feel they may need it.
- A victim will be assured that the school community will help them and put monitoring procedures in place to safeguard them.
- The school will inform parents/guardians of what has happened and of the measures being taken to help them, encourage them to report further incidents if they occur.
- Help and support will be sought for the perpetrator. This will include speaking with them to discover why they became involved, informing their parents/guardians and continuing to work with them in order to modify their behaviour. The school Code of Behaviour applies to bullying. The perpetrator will be helped to see things from the victim's point of view. Perpetrators may be excluded from the playground at lunch break for a specific period or subject to special monitoring procedures and if bullying continues, they may be suspended in accordance with procedure.



- Any pupil who is involved in retaliation against a pupil who reports bullying will be subject to the school code of discipline. Incidents of bullying will be used as opportunities for re-enforcing the anti-bullying policy of the school.
- Follow-up meetings may be arranged to assess progress and/or restore relationships.

## Responding to the Victim

- Reassure the victim that this situation is not their fault
- Praise their courage for having reported it
- Listen to their story

## Responding to peers

- Pupils who observe bullying are encouraged to talk to someone about it
- Factors such as peer pressure are discussed
- An atmosphere of a culture of silence is discouraged
- Empathising with another person's hurt and standing up for what is right are qualities to be promoted in pupils

## Supervision & Monitoring

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.

*Particular care needs to be exercised by staff in the following areas:*

- A. It is the responsibility of individual teachers to ensure that their class/group is not left unsupervised at any stage.
- B. It is the responsibility of individual class teachers to supervise pupils during assembly/dismissal.
- C. SNA's are responsible for supervising their designated pupil(s) during assembly/dismissal.
- D. There is a collective responsibility on all teachers to ensure that pupils behave themselves in an appropriate manner during all school related activities.
- E. It is the responsibility of individual teachers to ensure their yard duty is covered in the event of not being able to do so themselves.

#### F. Information Technology:

- All Internet sessions must be supervised by a teacher.
- The NCTE operate a Broadband filtering system which blocks all access to social networking sites.
- The browsing history must be recorded "Automatically" on all school computers and the History of sites visited recorded for a minimum of 50 days. Pupils are not allowed to use their own personal email accounts from school laptops/computers. There are no circumstances which warrant a pupil having their phone during school/school related activities. Group messages may be sent, via Aladdin, if necessary, on school trips or any other school related activities that parents may need to be contacted.

#### 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.

#### Communication

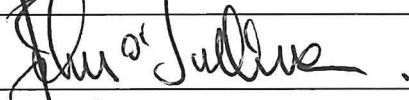
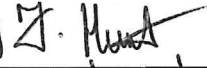
This policy has been made available to school personnel, published on the school website and provided to the Parents' Association. A copy of this policy will be made available to the Department and the patron if requested.

#### Implementation Review

This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website and provided to the Parents' Association. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

#### Policy Ratification

The policy was ratified by the Board of Management of Murhur National School at its meeting held on \_\_\_\_\_

Chairperson:	John O'Sullivan	
Principal:	Francesca Hunt	
Date:		13/10/2023

## **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:**

**(The list of examples is non exhaustive) Examples of bullying behaviours**

<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</b></p>	<ul style="list-style-type: none"><li>• <b>Denigration:</b> Spreading rumors, lies or gossip to hurt a person's reputation</li><li>• <b>Harassment:</b> Continually sending vicious, mean or disturbing messages to an individual</li><li>• <b>Impersonation:</b> Posting offensive or aggressive messages under another person's name</li><li>• <b>Flaming:</b> Using inflammatory or vulgar words to provoke an online fight</li><li>• <b>Trickery:</b> Fooling someone into sharing personal information which you then post online</li><li>• <b>Outing:</b> Posting or sharing confidential or compromising information or images</li><li>• <b>Exclusion:</b> Purposefully excluding someone from an online group</li><li>• <b>Cyber stalking:</b> Ongoing harassment and denigration that causes a person considerable fear for his/her safety</li><li>• Silent telephone/mobile phone call</li></ul>

	<ul style="list-style-type: none"><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.frn/ Twitter/You Tube or on     games consoles</li><li>•Abusive website comments/Biogs/Pictures</li><li>•Abusive posts on any form of communication technology</li></ul>
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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**

- 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

*Please note: Homophobic or transphobic insults should be treated in exactly the same way as racist or other insults- the teacher should calmly explain to the child that such insults are hurtful to the other person and are not acceptable. Parents will also be informed should issues of homophobic and/or transphobic bullying arise and a joint home/school approach will be adopted.*

**Race, nationality, ethnic background and membership of the Traveller community**

- 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**

This involves manipulating relationships as a means of bullying. Behaviours include:

- Malicious gossip
- Isolation & exclusion
- Ignoring
- Excluding from the group
- Taking someone's friends away



	<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>•The "look"</li> <li>•Use or terminology such as 'nerd' in a derogatory way</li> </ul>
<p><b>Sexual</b></p> <p>1::=====</p> <p><b>Special Educational Needs, Disability</b></p>	<ul style="list-style-type: none"> <li>•Unwelcome or inappropriate sexual comments or touching</li> <li>•Harassment</li> </ul> <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>

Appendix 3:

Record of Bullying Vd,aviour

1. Name of pupil being bullied and class group

Name: \_\_\_\_\_ Class: \_\_\_\_\_

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

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

Pupil concerned	
Other pupil(s)	
Parent	
Teacher	
Other	

4. Location of incidents -tick relevant box(es)

Plavground	
Classroom	
Corridor	
Toilets	
Other	

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

**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"/>	Maliciousness	<input type="checkbox"/>
Name calling	<input type="checkbox"/>		<input type="checkbox"/>
Other (specify)	<input type="checkbox"/>		<input type="checkbox"/>

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

\_\_\_\_\_

**8. Details of actions taken**

Signed \_\_\_\_\_  
(Relevant Teacher I)

Date \_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



APPENDIX 5

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 \_\_\_\_\_ [date].
  
- 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 \_\_\_\_\_

Principal

Date \_\_\_\_\_

APPENDIX 4

CHECKLIST FOR ANNUAL REVIEW OF THE ANTI- BULLYING POLICY AND ITS IMPLEMENTATION

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

Yes /No

Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the <i>Anti-Bullying Procedures for Primary and Post-Primary Schools</i> ?	
Has the Board published the policy on the school website and provided a copy to the parents’ association?	
Has the Board ensured that the policy has been made available to school staff (including new staff)?	
Is the Board satisfied that school staff are sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day to day work?	
Has the Board ensured that the policy has been adequately communicated to all pupils?	
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?	

Date \_\_\_\_\_

Signed \_\_\_\_\_

Chairperson, Board of Management

Signed \_\_\_\_\_

Acting Principal

Date \_\_\_\_\_

## Appendix 6 - Types of bullying

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

- **Physical aggression:** This behaviour includes pushing, shoving, punching, kicking, poking and tripping people. It may also take the form of severe physical assault. While pupils often engage in 'mess fights', they can sometimes be used as a disguise

for physical harassment or inflicting pain.

- **Intimidation:** Some bullying behaviour takes the form of intimidation: it may be based on the use of very aggressive body language with the voice being used as a weapon. Particularly upsetting can be a facial expression which conveys aggression and/or dislike.

- **Isolation/exclusion and other relational bullying:** This occurs where a certain person is deliberately isolated, excluded or ignored by some or all of the class group. This practice is usually initiated by the person engaged in bullying behaviour and can be difficult to detect. It may be accompanied by writing insulting remarks about the pupil in public places, by passing around notes about or drawings of the pupil or by whispering insults about them loud enough to be heard. Relational bullying occurs when a person's attempts to socialise and form relationships with peers are repeatedly rejected or undermined. One of the most common forms includes control: "Do this or I won't be your friend anymore"(implied or stated); a group ganging up against one person (girl or boy); non-verbal gesturing; malicious gossip; spreading rumours about a person or giving them the "silent treatment".

- **Cyber-bullying:** This type of bullying is increasingly common and is continuously evolving. It is bullying carried out through the use of information and communication technologies such as text, social network sites, e-mail, instant messaging (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) which hurts, insults or humiliates should be regarded as a form of bullying behaviour. Often name-calling of this type refers to physical appearance, e.g., size or clothes worn. Accent or distinctive voice characteristics may attract negative attention. Academic ability can also provoke name calling. This tends to operate at two extremes. There are those who are singled

out for attention because they are perceived to be weak academically. At the other extreme there are those who, because they are perceived as high achievers, are also targeted.

- **Damage to property:** Personal property can be the focus of attention for bullying behaviour. This may result in damage to clothing, mobile phone or other devices, school books and other learning material or interference with a pupil's locker or

bicycle. The contents of school bags and pencil cases may be scattered on the floor. Items of personal property may be defaced, broken, stolen or hidden.

- **Extortion:** Demands for money may be made, often accompanied by threats (sometimes carried out in the event of the targeted pupil not delivering on the demand). A pupil may also be forced into theft of property for delivery to another who is engaged in bullying behaviour.

# Appendix 7

## Incident Report Form

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Relevant Teacher: \_\_\_\_\_ Class: \_\_\_\_\_

Pupil(s) Involved: \_\_\_\_\_

Details/Location of incident(s):

### Action Taken:

Verbal Warning  Monitoring  Sanction

Mediation  Parent Informed  Referral

Comments: \_\_\_\_\_

Follow up required: Yes  No

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

