



Belmayne Educate Together

Anti-Bullying Policy 2017

This policy has been formulated by Belmayne ETNS to assist staff, pupils, parents and the school community in making an informed decision in relation to anti-bullying and to comply with legislation and Department of Education and Skills circulars.

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Introduction:

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 Belmayne Educate Together National School has adopted the following anti-bullying policy within the framework of the school's overall code of behaviour, in co-operation with both teaching and non-teaching school staff under the leadership of the Principal and in consultation with parents and pupils.. This policy fully complies with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools* which were published in September 2013.

The main aims of an anti-bullying policy are as follows:

- (i) To create a positive school culture and climate that is inclusive and welcoming of difference;
- (ii) To raise awareness amongst the entire school community (including school management, teachers, pupils, parents, volunteers etc.) that bullying is unacceptable behaviour;
- (iii) To provide procedures for investigating and dealing with bullying behaviour;
- (iv) To provide procedures for noting and reporting bullying behaviour;
- (v) To develop a programme of support for those affected by bullying behaviour and for those involved in bullying behaviour;

Principles of best practice in preventing and tackling bullying behaviour:

The Board of Management of Belmayne ETNS 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 and sexually inappropriate behaviour, particularly before “hot time” (school trips) Teachers to teach specific lessons and to go over the code of behaviour (school behaviour contract) prior to school trips (hot times)..
- 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.

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*. (Appendix 1)

Investigating and dealing with Bullying.

Belmayne ETNS believes that a consistent and clear approach to dealing with bullying when it occurs is essential to effective practice.

The relevant teacher for investigating and dealing with bullying in Belmayne Educate Together National School is your child's class teacher. (Section 6.8.3 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

- (i) While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher will use his/her professional judgement in relation to the records to be kept of these reports, the actions taken and any discussions with those involved regarding same;
- (ii) If it is established by the relevant teacher that bullying has occurred, the relevant teacher must keep appropriate written records on Aladdin which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.
- (iii) The relevant teacher must use the recording template at [Appendix 2](#) to record the bullying behaviour in the following circumstances:
 - a) 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
 - b) 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.
- (iv) In each of the circumstances at (a) and (b) above, the recording template at [Appendix 2](#) must be completed in full and retained by the teacher in question and a copy provided to the Principal or Deputy Principal as applicable (shared on Aladdin).

Bullying Investigation Procedure

The Procedure for investigating and dealing with Bullying has been developed in Belmayne ETNS in conjunction with staff, parents, and community members (Gardaí). This procedure reflects best practice.

1. All incidents/reports of bullying must be investigated by the class teacher using the Bullying Interview Script. (See Appendix “Break Through the Cloud of Bullying”)
2. The Principal/Deputy Principal should be informed through e-mail, meeting.
3. Class teachers must record the results of the investigations on Aladdin on the files of the children concerned.
4. If it becomes apparent that bullying is occurring, the parents of the children concerned are called and a meeting is arranged with the Parents, Class teacher, children and Principal.
5. The school will 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. Parents will be given a copy of the child’s behavior sheet and asked to discuss the incident with their child and sign it.
6. The Code of Behaviour is implemented including sanctions such as suspension.

Follow Up

In determining whether a bullying case has been adequately and appropriately addressed the investigating 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; and
 - 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

Implementation of education and prevention strategies including awareness raising.

Belmayne ETNS aims to foster a positive and inclusive school culture in our community. Belmayne ETNS promotes respect, a sense of community and at the same time celebrates differences and diversity.

Attention is given to the whole population through school-wide prevention practices. The education and prevention strategies that will be used by Belmayne Educate Together National School are as follows (but not limited to):

School wide Prevention Practices include:

- Circle Time
- School assemblies based on rules, manners, friendship, etc – This creates whole school values and encourages the ownership of the values through discussing them and questioning them.
- Modelling respectful behaviour to all members of the school community at all times and using good manners.
- Explicitly teaching pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.
- Consistently tackling 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.
- Explicitly teaching pupils about the appropriate use of social media during Social Media Awareness Week.
- Positively encouraging pupils to comply with the school rules on mobile phone and internet use.
- Actively involving parents and/or the Parents' Council in awareness raising campaigns around social media.
- Internet Safety Programme for children and parents- social media awareness.

- Anti-Bullying Workshop for parents
- Highlighting and explicitly teaching school rules in pupil friendly language in the classroom and in common areas (Golden Rules-Jenny Mosely).
- All staff actively watch out for signs of bullying behaviour
- School staff can get pupils to help them to identify bullying “hot spots” and “hot times” for bullying in the school.
 - o Hot spots tend to be in the playground/school yard/outdoor areas, changing rooms, corridors and other areas of unstructured supervision.
 - o 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.
- Supporting the establishment and work of student councils and student support team.
- Mind Your Manners Month
- Anti-Bullying Week –
 - o Develop awareness and understanding of what bullying is and what is not bullying and the cause and effects of bullying
 - o All classes use outlining structure of our Anti-Bullying Plan as a basis for their teaching.
 - o Staff are encouraged to add to this structure and help the school develop a comprehensive Anti-Bullying programme.
- Human Rights Month.
- Children’s Rights Week
- Friendship Week.
- Stay Safe Programme is taught in every class. [See school’s SPHE Policy]
- Identity based bullying is explicitly dealt with and in particular homophobic and transphobic bullying.

- Our SPHE and Learn Together Curriculums encourage respect for diversity and the dignity of each person.
- The Learn Together School Library contains books for various age groups with diverse characters from in terms of gender roles and family types.
- There are class-based programmes to develop awareness of the [impact of language/words](#) and stereotyping on self and others.
- Each class level completes at least one age appropriate scheme of work to educate children on diversity and the rights of gay, lesbian, bi-sexual and transgender people (INTO one love lessons) .
- Through curriculum areas, especially SPHE and Learn Together and extra-curricular programmes pupils are given opportunities to develop a positive sense of self worth.
- Student Council
- Staff Meeting on Anti-Bullying- Information, Training, Policies and Procedures
- Good supervisory and monitoring measures are in place in Belmayne ETNS both to prevent and deal with bullying behaviour. Supervision arrangements are reviewed regularly at staff meetings to ensure this continues.
- All substitute staff and student teachers and special needs assistants are asked to familiarise themselves with our Code of Behaviour and our Anti Bullying Policy prior to commencing placement.

Managing Difficulties:

- Circle time: making space in the classroom to resolve conflict and solve problems
- Teacher conference with the children involved in incidents to discuss and restore relationships and teach skills for solving conflict.

Procedures for investigation of bullying behaviour

Investigating:

- If an incident has taken place that might involve bullying, record all known details as an incident report on Aladdin and then proceed to investigate.
- All incidents/reports (including anonymous reports) of bullying must be investigated and dealt with by the child's class teacher. A pupil or parent might bring concerns of bullying to any staff member in school but responsibility for investigating must be taken over by the class teacher.
- The primary aim for the class teacher in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame);
- In investigating and dealing with bullying, the teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved;
- All reports, including anonymous reports of bullying must be investigated and dealt with by the class 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;
- Non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners are encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant class teacher;
- 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;
- It is very important that all involved (including each set of pupils and parents) understand the above approach from the outset;

- Teachers will take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents;
- Incidents will be investigated outside the classroom situation to ensure the privacy of all involved;
- All investigations /discussions are conducted with sensitivity to all parties concerned. This ensures due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way;
- When analysing incidents of bullying behaviour, the class teacher will seek answers to questions of what, where, when, who and why. This will be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner;
- To gather information about the incidents on who to investigate use the class surveys. Read “info for teachers” before carrying out survey (See Appendix “Break Through the Cloud of Bullying”).
- If a group is involved, each member will be interviewed individually following the class survey using the Bullying Interview Scripts. Pupils may also be asked to draw their account or the incident if necessary.
- Thereafter, all those involved will 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;
- Each member of a group will be supported through the possible pressures that they may face them from the other members of the group after interview by the teacher;
- The Principal/Deputy Principal should be informed through e-mail, meeting.
- Class teachers must record the results of the investigations on Aladdin on the files of the children concerned.

Investigation concludes Bullying is occurring:

In cases where it has been determined by the investigating teacher that bullying behaviour has occurred the following process is implemented:

1. Pupils who are alleged to have been involved in bullying behaviour are interviewed following the “bully interview script” by the ‘Class Teacher’ to establish the nature and extent of the behaviour and any reasons for it. (See files in Anti Bullying folder)
2. In the event that they have been involved in bullying behaviour they are asked to sign a binding promise that they will treat all pupils fairly, equally and respectfully including the targeted pupil(s). (See pupil promise form in Anti Bullying Folder)
3. 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.
4. When an investigation is completed and/or a bullying situation is resolved the ‘Relevant Teacher’ will complete a report, to include the findings of the investigation, the strategy adopted and the outcome of the intervention, as well as any other relevant information.

5. If a pupil has signed such a promise but then chooses to break that promise 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. 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 in the Code of Behaviour).

6. All documentation regarding bullying incidents and their resolution is retained securely in the school on Aladdin.

Sanctions:

Where a pupil has been found to be engaged in bullying behaviour, sanctions will occur based on the Positive Behaviour Policy.

- The school will 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. Parents will be given a copy of the child's behavior sheet and asked to discuss the incident with their child and sign it.
- Where the investigating teacher has determined that a pupil has been engaged in bullying behaviour, it will be made clear to him/her how he/she is in breach of the school's anti-bullying policy and efforts will be made to try to get him/her to see the situation from the perspective of the pupil being bullied;
- It must be 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;
- Follow-up meetings with the relevant parties involved will 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;

- In cases where the investigating class teacher considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour has occurred, it must be recorded by the investigating teacher on the school's Bullying Record Template (Appendix 2)
7. In determining whether a bullying case has been adequately and appropriately addressed the investigating 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; and
 - 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;
 - 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.

Procedures for the recording of bullying behaviour

The Board of Management must ensure that Belmayne ETNS has clear procedures for the formal noting and reporting of bullying behaviour. All records are maintained in accordance with relevant data protection legislation.

- Circumstances whereby Bullying Behaviour must be recorded on Bullying Record Template and reported immediately to the Principal or Deputy Principal are:
 - 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.
 - Placing a once-off offensive or hurtful public message, image or statement in public view where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.
 - Physical aggression causing injury to someone that requires medical attention.
- The investigating teacher must record all reports of bullying on Aladdin.
- If it is established by the investigating teacher that bullying has occurred, the investigating teacher must keep appropriate written records on Aladdin which will assist his/her efforts to resolve the issues and restore as far as practicable, the relationships of the parties involved. Appropriate paperwork includes, but is not limited to:
 - Pupil written record of incident
 - Teacher record of what was said during interviews
- The teacher must use the Bullying Interview Script Template to record the results of investigations of the bullying behaviour .

- a) 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
- b) 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 at (a) and (b) above, the recording template at Appendix 2 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 for recording bullying behaviour in the recording template at Appendix 2 does not in any way preclude the relevant teacher from consulting the Principal or Deputy Principal at an earlier stage in relation to a case.

- In cases whereby the school has serious concerns in relation to managing the behaviour of a pupil the advice of the National Educational Psychological Service will be sought.
- Serious instances of bullying behaviour will, in accordance with the Children First and Child Protection Procedures for Primary Schools , be referred to the HSE Children and Family Services and/or Gardaí as appropriate.

Procedures for the supporting of pupils affected by bullying behaviour

- The Class teacher will implement lessons and programmes which will encourage pupils to participate in activities to raise their self esteem, to develop their friendships and social skills, and thereby build their resilience.
- Counselling may be provided for the child

- Through the Care Team and Student Support Team, pupils involved in bullying behaviour will be assisted on an on-going basis.
- Pupils who observe and report incidents of bullying behaviour are encouraged and praised to discuss them with teachers.

Supervision and Monitoring of Pupils

The Board of Management confirms that appropriate supervision and monitoring policies and practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible.

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.

Implementation

This policy was adopted by the Board of Management on 13th June 2014.

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

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 Parent Teachers' Association. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: _____ Date: _____

(Chairperson of Board of Management)

Signed: _____ Date: _____

(Principal)

Date of next review: _____

Appendix 1: Definition and Types of Bullying

Definition of Bullying:

In the context of these procedures, bullying is defined as 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 this non-exhaustive definition:

- i. deliberate exclusion, malicious gossip and other forms of relational bullying;
- ii. cyber-bullying; and
- iii. 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.

In addition, in the context of these procedures 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.

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 this definition of bullying and should be dealt with, as appropriate, in accordance with the school's code of behaviour. A single incident can have a serious effect on a pupil and may also constitute harassment which is legally prohibited in schools under equality legislation. Harassment is any form of unwanted conduct related to any of the nine discriminatory grounds (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).

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.

Indicators of Bullying Behavior on a Pupil

3.2 Indicators of bullying behaviour 3.2.1 The following signs and symptoms may suggest that a pupil is being bullied: (i) Anxiety about travelling to and from school e.g. requesting parents to drive or collect him/her, changing travel routes, avoiding regular times for travelling to and from school; (ii) Unwillingness to go to school, refusal to attend,

truancy; (iii) Deterioration in educational performance, loss of concentration and loss of enthusiasm and interest in school; (iv) Pattern of physical illnesses e.g. headaches, stomach aches; (v) Unexplained changes either in mood or behaviour which may be particularly noticeable before returning to school after weekends or more especially after longer school holidays; 13 (vi) Visible signs of anxiety or distress e.g. stammering, withdrawing, nightmares, difficulty in sleeping, crying, not eating, vomiting, bedwetting; (vii) Spontaneous out-of-character comments about either pupils or teachers; (viii) Possessions missing or damaged; (ix) Increased requests for money or stealing money; (x) Unexplained bruising or cuts or damaged clothing; and (xi) Reluctance and/or refusal to say what is troubling him/her. 3.2.2 There may be other signs depending on the individual and his/her circumstances. The above signs do not necessarily mean that a pupil is being bullied but if repeated or occurring in combination, these signs do warrant investigation in order to establish what is affecting the pupil

Appendix 2: Bullying Record Template

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))*			4. Location of incidents (tick relevant box(es))*	
Pupil concerned			Playground	
Other Pupil			Classroom	
Parent			Corridor	
Teacher			Toilets	
Other			School Bus	
			School trip	
			Other	

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

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

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

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

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

8. Brief Description of bullying behaviour and its impact

9. Details of actions taken

Signed _____ (Investigating Teacher)

Date _____

Date submitted to Principal/Deputy Principal _____

Appendix 3: Incident Report

PRIVATE & CONFIDENTIAL

Date: _____ Teacher: _____

Location: _____ Time: _____

People involved: _____

Record of Incident:

Signed: _____ Date: _____

Action to be taken

School Stamp

Signed: _____

Principal: _____

Appendix 4: Interview Script



Belmayne Educate Together N.S.



Alleged Bullying Interview Sheet

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

Team Member(s): _____ **Time:** _____ **Date:** ____/____/____

Interview with: _____ **Class:** _____ **Due to Report/Survey (R/S):** _____

1. *Do you know that if people are mean to someone over and over again, calling them names, hitting them, upsetting them or annoying them, this is what we call bullying (Y/N)?* _____
2. *We want all our pupils to be happy in school, including you. If some pupils were being mean to you we would try to get them to stop. Nobody should be mean to you. Do you understand this?* ____
3. *We did a survey about bullying and we are now worried that a pupil in your class is being bullied. Are you surprised (Y / N)?* _____ **Explain:**

4. *Who do you think might be getting bullied in your class?*
_____ (Probe)
5. *The _____ pupil _____ is:_____*

6. *The survey shows that pupils in your class think you have been bullying her/him a bit. Have you been doing anything that might make them think this?* _____ (Probe)
7. *I now want to ask you a lot of questions to find out what else might have been happening. We already know some things you may have done but we need to know the whole story. Are you ready to tell me about the incidents honestly (Y / N)?*

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

9. *Have you ever been bullied?* (Y / N) _____ *If 'Yes,' how did it feel?*
_____ (Probe)

10. *How do you think* _____ *feels?*
_____ (Probe)

11. *Now, can you understand how unfair it is to treat someone like this* (Y / N)?

12. *Did you know that bullying breaks our school rules* (Y / N)?

13. *We need to know that you know how serious it is and we need to know for sure that it will not happen again. Can you promise this* (Y / N)? _____

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

To be completed by team member later:

Parent signature required (Y/N)? _____

Promise signed (Y/N)?

Returned with parent signature (Y/N)? _____
____ / ____ / ____

Date:

Appendix 5: Checklist for annual review of the anti-bullying policy and its implementation

The Board of Management (the Board) must undertake an annual review of the school's anti-bullying policy and its implementation. The following checklist must be used for this purpose. The checklist is an aid to conducting this review and is not intended as an exhaustive list. In order

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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.

Y/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?	

Belmayne ETNS Anti-Bullying Policy 2017

Has the Board put in place an action plan to address any areas for improvement?	
Signed _____ Chairperson, Board of Management Signed _____ Principal	Date _____ Date _____

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:

o 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].

o 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