



Caragh  
National School  
2021

# Anti Bullying Policy

Caragh National School, Co. Kildare  
18654A

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In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB (2008) now The Child and Family Agency 2013, the Board of Management of Caragh National School has **adopted the following anti-bullying policy** within the framework of the school's overall code of behaviour. This policy fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools which were published in September 2013.

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) 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;
- promotes respectful relationships across the school community;

Key elements of a positive school culture and climate include the following:

- The school acknowledges the right of each member of the school community to enjoy school in a secure environment.
- The school acknowledges the uniqueness of each individual and his/her worth as a human being.
- The school promotes positive habits of self-respect, self-discipline and responsibility among all its members.
- The school prohibits vulgar, offensive, sectarian or other aggressive behaviour or language by any of its members.
- The school has a clear commitment to promoting equity in general and gender equity in particular in all aspects of its functioning.
- The school has the capacity to change in response to pupils' needs.
- The school identifies aspects of curriculum through which positive and lasting influences can be exerted towards forming pupils' attitudes and values.
- The school takes particular care of "at risk" pupils and uses its monitoring systems to facilitate early intervention where necessary and it responds to the needs, fears or anxieties of individual members in a sensitive manner.
- The school recognises the need to work in partnership with and keep parents informed on procedures to improve relationships on a school-wide basis.
- The school recognises the role of parents in equipping the pupil with a range of life-skills.

- The school recognises the role of other community agencies in preventing and dealing with bullying.
  - The school promotes habits of mutual respect, courtesy and an awareness of the interdependence of people in groups and communities.
  - The school promotes qualities of social responsibility, tolerance and understanding among all its members both in school and out of school.
  - Staff members share a collegiate responsibility, under the direction of the Principal, to act in preventing bullying/aggressive behaviour by any member of the school community.
- (b) **Effective leadership**
- (c) **A school-wide approach**
- (d) **A shared understanding of what bullying is and its impact**
- (e) **Implementation of education and prevention strategies (including awareness raising measures) that provide for,**
- building empathy, respect and resilience in pupils;
  - explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying;
  - effective supervision and monitoring of pupils;
- (f) **Effective supervision and monitoring of pupils in line with the supervision rota drawn up by school staff. Refer to the Supervision Policy.**
- (g) **Supports for staff**
- (h) **Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies)**
- (i) **On-going evaluation of the effectiveness of the anti-bullying policy.**

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
- 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, while unwelcome, 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*.

### Some 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>
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<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> <li>• Abusive telephone/mobile phone calls</li> <li>• Abusive text messages</li> <li>• Abusive email</li> <li>• Abusive communication on social networks e.g. Face book/ Ask.fm/ Twitter/You Tube or on games consoles</li> <li>• Abusive website comments/Blogs/Pictures</li> <li>• Abusive posts on any form of communication technology</li> </ul>
<p><b>Identity Based Behaviours</b>  <b>Including any of the nine discriminatory grounds mentioned in Equality Legislation</b>          (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).</p>	
<p><b>Homophobic and Transgender</b></p>	<ul style="list-style-type: none"> <li>• Spreading rumours about a person's sexual orientation</li> <li>• Taunting a person of a different sexual orientation</li> <li>• Name calling e.g. Gay, queer, lesbian...used in a derogatory manner</li> <li>• Physical intimidation or attacks</li> <li>• Threats</li> </ul>
<p><b>Race, nationality, ethnic background and membership of the Traveller community</b></p>	<ul style="list-style-type: none"> <li>• Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background</li> <li>• Exclusion on the basis of any of the above</li> </ul>
<p><b>Relational</b></p>	<p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"> <li>• Malicious gossip</li> <li>• Isolation &amp; exclusion</li> <li>• Ignoring</li> <li>• Excluding from the group</li> <li>• Taking someone's friends away</li> </ul>

	<ul style="list-style-type: none"> <li>• “Bitching”</li> <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>
<b>Sexual</b>	<ul style="list-style-type: none"> <li>• Unwelcome or inappropriate sexual comments or touching</li> <li>• Harassment</li> </ul>
<b>Special Educational Needs, Disability</b>	<ul style="list-style-type: none"> <li>• Name calling</li> <li>• Taunting others because of their disability or learning needs</li> <li>• Taking advantage of some pupils’ vulnerabilities and limited capacity to recognise and defend themselves against bullying</li> <li>• Taking advantage of some pupils’ vulnerabilities and limited capacity to understand social situations and social cues.</li> <li>• Mimicking a person’s disability</li> <li>• Setting others up for ridicule</li> </ul>

Effects of and indicators which may suggest a pupil is being bullied are included at Appendix A of this document.

The relevant teachers for investigating and dealing with bullying in this school are as follows;

- Principal
- Deputy Principal
- All teachers

**Any teacher may act as a relevant teacher if circumstances warrant it.**

The education and prevention strategies (including strategies specifically aimed at cyber- bullying, homophobic and transphobic bullying) that will be used by the school are as follow

**School-wide approach**

- A school-wide approach to the fostering of respect for all members of the school community.
- The promotion of the value of diversity to address issues of prejudice and stereotyping and highlight the unacceptability of bullying behaviour.
- The fostering and enhancing of the self-esteem of all our pupils through both curricular and extracurricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.

- Whole staff professional development on bullying to ensure that all staff members develop an awareness of what bullying is, how it impacts on pupils' lives and the need to respond to it through prevention and intervention.
- An annual audit of professional development needs with a view to assessing staff requirements through internal staff knowledge/expertise and external sources
- Professional development with specific focus on the training of the relevant teacher(s)
- School wide awareness raising and training on all aspects of bullying, to include pupils, parent(s)/guardian(s) and the wider school community.
- Supervision and monitoring of classrooms, corridors, school grounds, school tours and extra- curricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers. Supervision will also apply to monitoring student use of communication technology within the school.
- The school's anti-bullying policy is discussed with pupils and all parent(s)/guardian(s) are given a copy on enrolment of the student and every year thereafter, as part of the Code of Behaviour of the school
- The implementation of regular whole school awareness measures such as an annual Friendship Week and regular class *Rules Mornings* and year group assemblies
- Encourage a culture of telling, with particular emphasis on the importance of bystanders. In that way pupils will gain confidence in 'telling'. This confidence factor is of vital importance. It should be made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly.
- Ensuring that pupils know who to tell and how to tell, e.g.:
  - Direct approach to teacher at an appropriate time, for example after class.
  - Hand note up with homework.
  - Make a phone call to the school or to a trusted teacher in the school.
  - Worry Box
  - Get a parent(s)/guardian(s) or friend to tell on your behalf.
  - Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- Identify clear protocols to encourage parent(s)/guardian(s) to approach the school if they suspect that their child is being bullied. The protocol will be developed in consultation with parents.
- The implementation and review of an Acceptable Use Policy in the school to include the necessary steps to ensure that the access to technology within the school is strictly monitored, as is the pupils' use of mobile phones.

- The following supports are available and accessed by the school:
  - National Educational Psychological Service (NEPS)
  - The Children and Family Agency
  - Child and Adolescents Mental Health Service (CAMHS)

### **Implementation of curricula**

- The full implementation of the SPHE curriculum and the RSE and Stay Safe Programmes.
- Continuous Professional Development for staff in delivering these programmes.
- School wide delivery of lessons on bullying from evidence-based programmes such as Stay Safe Programme, Walk Tall Programme, FRIENDS For Life Programme.
- The following SPHE curriculum resources are available to deliver school wide lessons on **Relational aggression; Homophobic and Transphobic Bullying; Diversity and Interculturalism:**
  - Walk Tall Programme
  - Stay Safe Programme
  - Quality Circle Time
  - Rainbows
  - Relationship and Sexuality Programme
  - SALT Programme
  - Green School Programme
  - Alive-O Religion Programme
  - Be Safe Programme
  - Bí Folláin
  - ACCORD Relationships and Sexuality Education Programme (6<sup>th</sup> class),
  - Anti- Bullying workshops and Presentations.
- The Delivery of the Garda SPHE Programmes by the Community Gardai will cover issues around personal safety and cyber-bullying
- The school will specifically consider the additional needs of SEN pupils with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately.
- The school will implement the advice in “Sexual Orientation advice for school.” Appendix B



**Links to other policies**

- The following policies and activities are relevant:
- Code of Behaviour, Child Protection Policy, Data Protection Policy, Supervision of Pupils Policy, Acceptable Use Policy, Attendance Policy, Sporting Activities Policy.

**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:**

### Procedures for Investigating and Dealing with Bullying

The primary aim 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); Ref: Restorative Practices Policy. Appendix C.

The school's procedures must be consistent with the following approach.

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

#### Reporting bullying behaviour

- Any pupil or parent(s)/ guardian(s) may bring a bullying incident to any teacher in the school. **See suggested protocol Appendix D.**
- 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 (SNAs), bus escorts, caretakers, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant class teacher;

#### Investigating and dealing with incidents: Style of approach

- In investigating and dealing with bullying, the class relevant teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved;
- Parent(s)/ guardian(s) 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;
- Teachers should take a calm, unemotional problem-solving approach.
- Where possible incidents should be investigated outside the classroom situation to ensure the privacy of all involved;
- 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;
- 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;
- 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;

- 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;  
It may also be appropriate or helpful to ask those involved to write down their account of the incident(s)
- In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parent(s)/guardian(s) of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy). 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;
- 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;
- It must also be made clear to all involved (each set of pupils and parent(s)/guardian(s)) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parent(s)/guardian(s) and 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 parent(s)/guardian(s) or the school Principal or Deputy Principal
- Follow-up meetings with the relevant parties involved should be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable.
- Where a parent(s)/guardian(s) is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent(s)/guardian(s) must be referred, as appropriate, to the school's complaints procedures.
- In the event that a parent(s)/guardian(s) has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parent(s)/guardian(s) of their right to make a complaint to the Ombudsman for Children.

## **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. Consideration needs to be given to where the records will be made. Yard supervision book, class incident book. Google Incident Form. Anti-Bullying Record Book. (Suggested prompts included.)
- 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, in collaboration with an experienced colleague, 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.
- All records will be stored in the relevant locked filing cabinet for each class in the filing cabinets.

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

The relevant teacher must use the recording template at **Appendix E** 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.

The following behaviours, in line with the Code of Behaviour, should be reported immediately to the principal/deputy principal:

- Placing a once off negative, offensive or hurtful 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.
- Serious Physical Aggression.
- Intimidation.
- Inappropriate sexual comments or touching.

When the recording template is used, it must be retained by the class teacher in question and a copy maintained by the principal. Records will be kept in a locked cabinet. Access to these records will be limited to the relevant teacher, the pastoral care teacher for that class group, the principal and deputy principal. Records will transfer with the class each year. These records will be kept in the school, in line with data protection guidelines.

**In advance of training for staff in developing intervention strategies the following established intervention strategies will be employed:**

- 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
- Peer mediation where suitable training has been given

The Procedures mention the following intervention strategies and reference Ken Rigby;

[www.bullyingawarenessweek.org/pdf/BullyingPreventionStrategiesinSchools Ken Rigby.pdf](http://www.bullyingawarenessweek.org/pdf/BullyingPreventionStrategiesinSchools%20KenRigby.pdf)

- The traditional disciplinary approach
- Strengthening the victim
- Mediation
- Restorative Practice
- The Support Group Method
- The Method of Shared Concern

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

(See Section 6.8.16 of the Anti-Bullying Procedures for Primary and Post-Primary Schools):

- All in-school supports and opportunities will be provided for the pupils affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience e.g.
  - Pastoral care system
  - Buddy / Peer mentoring system
  - Group work such as circle time
- If pupils require counselling or further supports the school will endeavour to liaise with the appropriate agencies such as NEPS and the Children and Family Agency to organise same. This may be for the pupil affected by bullying or involved in the bullying behaviour.
- Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.

**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. See Supervision Policy

In addition the following are in place:

- There are agreed appropriate monitoring and supervision practices in the school
- School has identified bullying danger spots
- Parents and pupils been consulted in the identification of these danger spots
- Support measures to counteract bullying behaviour have been put in place such as pastoral care
- Senior pupils are involved in a *Buddy System*
- as a resource to assist in counteracting bullying
- The Acceptable Use Policy in the school addresses the following issues:
  - All Internet sessions are supervised by a teacher
  - The school regularly monitors pupils' Internet usage
  - Pupils been instructed to use only approved class accounts for email purposes and to use these only under teacher supervision
  - The Schools Broadband Programme has blocked all social networking sites on the basis that they waste time and take up too much of the bandwidth which is been provided for educational purposes only

**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.

10. This policy was adopted by the Board of Management on May 25<sup>th</sup> 2014.
11. 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.
12. 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.

Signed: \_\_\_\_\_  
Kathy McGovern  
Chairperson

Signed: \_\_\_\_\_  
Alan Hobbins  
Principal

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

## ANTI BULLYING POLICY

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 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?	



INCIDENT REPORT FORM

To be used in conjunction with Code of Behaviour.

Report to be added to as behaviour and/or behaviour plan progresses.

Student's Name \_\_\_\_\_ Date: \_\_\_\_\_

Teacher(s) \_\_\_\_\_ Class: \_\_\_\_\_

Refusing to work	Destroying property
Throwing items	Talking without permission
Disrupting with noises	Using inappropriate language
Teasing classmates	Refusing to follow directions
Moving out of assigned area	Making inappropriate gestures
Sleeping	Using physical aggression
Employing excessive and inappropriate attention-seeking behaviour	Other

Supporting Details (who else; when; why etc).

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Action Taken with a dates: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Outcomes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

1. Obtain and process information fairly
2. Keep it only for one or more specified, explicit and lawful purposes.
3. Use and disclose it only in ways compatible with these purposes
4. Keep it safe and secure.
5. Keep it accurate, complete and up-to-date.
6. Ensure it is adequate, relevant and not excessive.
7. Retain it for no longer that is necessary for the purpose or purposes.
8. Give a copy of their personal data to an individual on request

## **Suggested Prompts for teachers to be included in recording book.**

- In a calm manner seek answers to the following
  - ✓ What happened?
  - ✓ Where did it happen?
  - ✓ When did it happen?
  - ✓ Who was there?
  - ✓ Why did it happen?
- If a group is involved interview each, individually at first then as a group if deemed necessary.
- May get a written account
- Refer to types of bullying on pages 3 + 4 of policy and use specific words from policy in decision.
- Record decision
- Follow-up

In attempting to deal with negative interaction – refer to notes on Restorative Practices Appendix C of Anti-Bullying Policy.

## **Suggested Prompts for teachers to be included in recording book.**

- In a calm manner seek answers to the following
  - ✓ What happened?
  - ✓ Where did it happen?
  - ✓ When did it happen ?
  - ✓ Who was there?
  - ✓ Why did it happen?
- If a group is involved interview each, individually at first then as a group if deemed necessary.
- May get a written account
- Refer to types of bullying on pages 3 + 4 of policy and use specific words from policy in decision.
- Record decision
- Follow-up

In attempting to deal with negative interaction – refer to notes on Restorative Practices Appendix C of Anti-Bullying Policy.

## Appendix A

### Indicators which may suggest a pupil is being bullied

#### Physical Indicators

- Unexplained bruising, cuts etc.
- Loss of/damage to personal property
- Hunger or thirst
- Frequent minor illnesses, headaches, tummy
- Bedwetting
- Loss of appetite
- Obsessive behaviour, physical appearance, weight
- Stammering
- Requests for extra money

#### Emotional/Psychological Indicators

- Outbursts of anger, temper, irritability at home
- Bullying brother and sisters, parents
- Well behaved child suddenly troublesome

#### Signs of depression

- Changes in: mood, appetite, sleep pattern
- Tiredness, neglect of appearance
- Expressions of sadness, worthlessness
- Nightmares, crying at night
- Restless, dangerous, wild, disruptive behaviour
- Cynicism, black mood
- Implied or overt threats of suicide

#### School Related Indicators

- Reluctance to go, wanting to be accompanied
- Returning in bad form
- Changing route
- Avoiding certain days/lessons
- Nervousness in class
- Punctuality problems
- Poor concentration
- Deterioration in school work
- Expressions of hopelessness
- Fewer phone calls, friends calling, invitations
- Reluctance to take part in activities
- Abusive phone calls, texts, email

## Appendix B

### Sexual Orientation – Advice for Primary Schools

#### General points

- Schools can foster a culture that is accepting of difference. This can be expressed where appropriate, rather than making the assumption that everyone understands it.
- An integral part of RSE is learning to respect others; this will include respect for families or individuals who are different from the norm.
- The Equal Status Acts 2000 and 2004 provide protection against discrimination on nine grounds, one of which is sexual orientation. The Acts oblige those who manage schools to protect students and staff from discrimination or sexual harassment
- If children are using the word 'gay' in a negative fashion it is better not to ignore it in the hope that it will go away. The same advice would apply for any instance of bullying.
- Schools are advised to develop a strategy for responding to children who have questions about sexual orientation or who are taunting others about being gay. This should be done in the context of the school's ethos and RSE policy and with the awareness that primary school children are probably too young to engage in any detailed discussion of sexual identity.

#### Practical Suggestions

- Depending on the context and the age group of the children, the teacher could ask a child or a class group what they mean by the word 'gay'
- A school could decide on a response to this question, such as 'The majority of people are attracted to people of the opposite sex. This is called being heterosexual. Some people are attracted to people of the same sex. This is called being homosexual or gay.'
- To give factual information like this in an open and straightforward way may help to remove the secrecy which is necessary for any bullying to flourish.
- Homophobic insults should be treated in exactly the same way as racist or other insults – the teacher can calmly explain to the child that such insults are hurtful to the other person and are not acceptable
- Schools promote a culture of communication which actively discourages abusive name calling

## Appendix C

### Restorative Practices Policy

An important part of our school approach to behaviour is the concept of 'Restorative Practices'. Our Behaviour Policy is focused on the positive aspects of behaviour rather than on punishments or sanctions, although these are included in the appropriate section of our Behaviour policy.

We promote the notion of a school community where everything we do is based on mutual respect. *'We sail our ship together''*.

Pupils are expected firstly to respect themselves and then to treat each other and staff members with respect. Teachers and staff members are expected to treat children with respect. We take the view that pupils (other than some pupils with very special needs) choose their behaviour to a great degree – they always have an alternative. Therefore, they must take responsibility for their behaviour. If they treat others poorly, they may be acting out their own anger and frustrations, but they can also learn to choose differently and more positively. We ask children to treat others as they want to be treated themselves.

The Rules of Anger are:

It's ok to be angry.

When I become angry:

- I don't hurt others
- I don't hurt myself
- I don't hurt (damage) property
- I talk about how I feel

### **Mending Relationships – Rationale:**

If I become angry and hurt someone with my words or actions, I must try to make things right. I will do this by talking with the person I hurt, and I must be prepared to offer an apology, and I must be prepared to guarantee that I will not hurt that person again. I must try to realise myself what it feels like to be hurt with words or with actions and I must try to recognise the damage that my poor behaviour can do to others. In this way, I help myself and I help my victim to mend.

## What does 'Restorative Practice' involve for our school?

Restorative Practices is a process to involve, to the extent possible, those who have a stake in a specific offence and to collectively identify and address harms, needs and obligation, in order to heal and put things as right as possible.

Resource: [www.transformingconflict.org](http://www.transformingconflict.org)

### Restorative Practice:

- Creates an ethos of respect, inclusion, accountability and taking responsibility
- Creates a commitment to relationships, impartiality, being non-judgemental
- Encourages collaboration, empowerment and emotional articulation

### Key Skills of Restorative Discipline are:

- Active listening
- Facilitating dialogue and problem-solving
- Listening to and expressing emotion
- Supporting others in taking ownership of problems

### An important element in Restorative practice is Fair Process:

**Expectations** – everyone knows what is expected of them

**Engagement** – involves individuals in decisions/listens to views

**Explanation** – clarify how decisions are reached

*'Individuals are most likely to trust and co-operate freely with systems – whether they themselves win or lose by those systems – when fair process is observed.*

Kim + Mauborgne, Harvard Business Review, July – August 1997.

### People who have been harmed need:

- Someone to listen to my story
- Time to calm down
- A chance to ask – why me? What did I do to deserve that?
- The person concerned to understand and acknowledge the impact their behaviour has had on me
- A sincere spontaneous apology
- Thing put right, if possible
- Reassurance it won't happen again

**Offenders are asked the following questions:**

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you need to do to make things right?

**School Group Conferences can be held to deal with issues:**

- Offenders tell what they did
- Everyone talks about what impact this has had on them
- The group reaches a shared understanding of the harm that has been done
- The group negotiates an agreement about how to repair the damage and minimise further harm



## Appendix D

### **Protocol for Parents:**

- Any parent/guardian or pupil may bring a bullying incident or alleged incident to any teacher in the school.
- All reports, including anonymous reports will be dealt with by the relevant teacher (refer to policy) for list of relevant teachers.
- Parents, guardians and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring relationships.
- In case where it has been determined by the relevant teacher that bullying behaviour has occurred the parents/guardians of the parties involved will be contacted at an early stage to inform them.
- The schools policy will focus on restoring the relationship if possible - using restorative practices.
- Parents will sign up to Code of Behaviour and Anti-Bullying Policy on enrolment and each year thereafter.

### **With regard to the prevention of cyber bullying please note the following:**

- Parents should be aware of the need for supervision in the area of Social Media
- Parents are aware that the legal age for use of Facebook is 13.
- The school has safety guideline in place with regards to pupils access to websites and internet in school in line with D.E.S. Policy.
- Internet/website access outside school falls under parental responsibility.

## Appendix E

**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	
Other Pupil	
Parent	
Teacher	
Other	

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

Playground	
Classroom	
Corridor	
Toilets	
School Bus	
Other	

**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		Cyber-bullying	
Damage to property		Intimidation	
Isolation/Exclusion		Malicious Gossip	
Name calling		Other (specify)	

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

Homophobic	Disability/SEN related	Racist	Membership of Travelling Community	Other (specify)

**8. Brief Description of bullying behaviour and its impact:**

**9. Details of actions taken**

Signed: \_\_\_\_\_ (Relevant Teacher)

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

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