



BLESSINGTON EDUCATE TOGETHER NATIONAL SCHOOL

ANTI-BULLYING POLICY

Ratified by Board of Management on:	
Signed:	
Date:	
Chairperson, Board of Management	

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1.0 RATIONALE

The Blessington Educate Together National School Anti-Bullying Policy on is based on the Department of Education and Science document 'Guidelines on Countering Bullying Behaviour in Primary and Post-Primary Schools September 1993' fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post Primary Schools which were published in September 2013 (circular 0045/2013) and operates in conjunction with BETNS Code of Behaviour.

Bullying behaviour affects not only those immediately involved; it affects everyone in the classroom, in the school community and, ultimately, in the wider community. It is recognised internationally that bullying behaviour is not confined to children and schools alone; it is prevalent in society, in the workplace and in the home.

The school does not tolerate or condone bullying of any form or at any level of the school community. The Board of Management is committed to ensuring that all members of the school community – children, staff and parents are enabled to act effectively to deal with bullying. This policy guides action and organisation within the school for preventing and responding to bullying.

BETNS will raise the awareness of bullying in the school community so that everyone is more alert to it and its harmful effects. The policy will give the parents/guardians of a child who is a victim, the confidence to approach the school and will also send a clear message to the parents/guardians of a child who is engaged in bullying behaviour that they have a major responsibility in changing their child's behaviour. The anti-bullying policy and the Code of Behaviour for the school will be made available to all.

2.0 SCHOOL PHILOSOPHY AND ETHOS

Central to Blessington Educate Together National School is the fostering of a respectful atmosphere that informs all school policies as well as everyday school life. This offers a framework within which positive techniques of motivation and encouragement are utilised by all partners in the children's education.

Our school operates under the direct patronage of Educate Together. The four underlying principles of our ethos are:

- Co-educational
- Child-centred
- Multi denominational
- Democratically run

3.0 DEFINITION OF BULLYING

Bullying may be defined as repeated acts of aggression, which may be verbal, psychological or physical, conducted by an individual or group against others.

Bullying may take several forms such as physical aggression, damage to property, theft of property, extortion, intimidation, abusive telephone calls, isolation, name-calling, writing notes, cyber-bullying

and e-mailing or texting. 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.

As a form of aggressive behaviour it is usually hurtful and deliberate. It is persistent over time and makes it difficult for those being bullied to defend themselves.

It is important not to confuse bullying with isolated incidents of aggressive or antisocial behaviour, which must not be condoned. However, when the behaviour is systematic and ongoing it is bullying.

4.0 RIGHTS AND RESPONSIBILITIES

4.1 CHILDREN

Children have the right:

- To be educated in a safe, happy and secure environment.
- To grow intellectually, emotionally and physically in an atmosphere of understanding of special needs and disability.
- To be treated as an individual with due respect and regard for others within the school community.
- To be listened to, to be allowed to question and to be treated with respect.
- To be able to express their emotions, doubts and beliefs.
- To be free from all forms of abuse, whether physical, emotional, mental or sexual.
- To receive information about topics and concerns affecting their lives (including information on the Anti-Bullying Policy).

Children are to be responsible for:

- The Eight Golden rules (as detailed in the Code of Behaviour)
- Not excluding others from their games.
- Caring for others, in particular the younger children in the school.
- Being tolerant and to have mutual respect for each other.
- Reporting incidents of bullying to their parents/guardians and teachers.
- To receive adequate facilities and resources.

4.2 PARENTS/GUARDIANS

Parents/Guardians have the right:

- To access and to receive regular informative communication with the Teacher/Principal.
- To respect, understanding and confidentiality.
- To regular updates on the progress of the child/children.
- To question teacher's actions.
- To be consulted for disciplinary action at an early stage.
- To appeal to a higher authority, e.g. Board of Management, Department of Education.
- Of access to all policies concerning the school (BETNS).

Parents/Guardians are to be responsible for:

- Providing firm guidance and positive role models to children.
- Encouraging positive behaviour and discouraging negative behaviour both at school and at home.
- Encouraging children to solve difficulties without resorting to aggression.
- Watching out for signs and symptoms that your child is being bullied or is bullying others,
- Not dismissing your instincts as being wrong.
- Ensuring children have enough sleep and food.
- Keeping in touch with school about all aspects of child's learning, progress and behaviour.
- Discussing the schools Anti-Bullying Policy with him/her.
- Supporting the school in its efforts to prevent bullying.
- If a Parent/Guardian has an issue of behaviour relating to another Child in the School, they should relate their concern firstly to the class teacher and if necessary, the Principal. Under no circumstances should the child be approached directly by the Parent/Guardian.

4.3 TEACHERS

Teachers have the right:

- To educate in an environment free from disruption.
- To be respected and held in proper esteem.
- To full and open communication with Parents/Guardians.
- To information on the child, their family background and easy access to Parents/Guardians when necessary.
- To voice concerns about the child's behaviour primarily to Parents/Guardians and if necessary other authorities in a confidential manner.
- To expect backup, support and co-operation from Parents/Guardians for their work.
- To confidentiality.
- To be listened to.
- To appeal to a higher authority, e.g. of Management, Department of Education, Union.
- To receive adequate facilities and resources appropriate to their teaching duties.

Teachers are responsible for –

- Supporting and implementing the schools Anti-Bullying Policy.
- Creating a positive atmosphere/environment for learning through friendship, respect and tolerance.
- Being firm and fair. Treating boys and girls equally.
- Communicating with Parents/Guardians on issues concerning their child's behaviour.
- Having positive expectations for children.
- Informing children what is expected from them in terms of behaviour.

4.4 PRINCIPALS

Principals are responsible for –

- Promoting a positive climate in the school.
- Ensuring that the Anti-Bullying Policy is implemented in a fair and consistent manner.
- Arranging for review of the Anti-Bullying Policy as required.
- Ensuring that all instances of serious misbehaviour that may result in either suspension or expulsion are dealt with in a fair, impartial manner and in a timely fashion.

4.5 BOARD OF MANAGEMENT

The Board of Management is responsible for –

- Protecting and promoting the ethos of the school.
- Ensuring that all members of the school community are enabled to deal effectively with bullying.
- Providing supervisory and monitoring measures to prevent bullying.
- Supporting the principal and staff in implementing the Anti-Bullying Policy and all other school policies such as the Code of Behaviour.
- Ratifying the Anti-Bullying Policy.
- Ensuring that all instances of serious misbehaviour that may result in either suspension or expulsion are dealt with in a fair, impartial manner and in a timely fashion.

5.0 GENERAL INFORMATION ON BULLYING BEHAVIOUR

5.1 EFFECTS OF BULLYING

Bullying can affect children in many ways. When children are bullied their lives may be made miserable. They may suffer injury. They may be unhappy about coming to school. They may lose self-confidence and self-esteem, blaming themselves for the bullying. Some children may experience stressful symptoms such as stomach aches and headaches, nightmares or panic attacks. This form of unhappiness is likely to affect their concentration and learning. If unchallenged other children can learn that bullying is a quick and effective way of getting what they want.

5.2 SIGNS AND SYMPTOMS

The following signs/symptoms may suggest that a child is a victim of bullying:

- Anxiety about travelling to and from school – requesting parents to drive or collect them, changing route of travel, avoiding regular times for travelling to and from school.
- Unwillingness to go to school, refusal to attend, truancy.
- Deterioration in educational performance, loss of concentration and loss of enthusiasm and interest in school.
- Pattern of physical illnesses (e.g. headaches, stomach aches).
- Unexplained changes either in mood or behaviour; it may be particularly noticeable before returning to school after weekends or more especially after longer school holidays.
- Visible signs of anxiety or distress – stammering, withdrawing, nightmares, and difficulty in sleeping, crying, not eating, vomiting, bedwetting.
- Spontaneous out-of-character comments about either children or teachers.
- Possessions missing or damaged.
- Increased requests for money or stealing money.
- Unexplained bruising or cuts or damaged clothing.
- Reluctance and/or refusal to say what is troubling him/her.

Those signs do not necessarily mean that a child is being bullied. If repeated or occurring in combination those signs do warrant investigation in order to establish what is affecting the child.

Further Parental information may be found in Appendix 1.

6.0 PREVENTION OF BULLYING

6.1 CURRICULUM

The Stay Safe Programme will be taught every year.

Time will be devoted to discussion on bullying at each class level, with particular emphasis being placed on re-affirming the children's sense of self-esteem. These lessons will be revised each year; they will be covered during the Social, Personal and Health Education (SPHE) programme or our Learn Together Programme.

Cyber bullying can be addressed through the teaching of the WebWise programme. Traveller education, racial awareness and anti racism can be addressed in Ethics Education. Respect for diversity can be facilitated within the teaching of all subjects. In English, there is a wide range of literature available which could be used to stimulate discussion. Art, Drama, Ethics Education and Physical Education all facilitate the teaching of relationship skills. P.E promotes co-operation and group enterprise can be promoted through team sports and other sporting activities. PE can provide excellent opportunities for channelling and learning how to control aggression.

Identity-based bullying and in particular homophobic and transphobic bullying can be dealt with through the curriculum e.g. stories read to children which will encourage talk and discussion about these issues. LGBT posters can be displayed on notice boards.

Social, Personal, Health Education (SPHE) programme is particularly useful for dealing with issues dealing with diversity e.g. SEN and Physical disabilities.

Children will be encouraged and helped to say No to bullying behaviour and to report experiences of bullying. They will be taught that there is a big difference between telling tales and asking for help.

6.2 CODE OF BEHAVIOUR

The Code of Behaviour works in conjunction with the Anti-Bullying Policy. It will be given to all Parents/Guardians on enrolment and where updates to the policy have been made and require parental attention.

6.3 SUPERVISION AND MONITORING MEASURES

School activities will be supervised and monitored at all times, with particular emphasis on those occasions when situations of bullying are more likely to occur, such as assembly time, play time and dismissal time.

All children but, in particular, the senior classes can be seen as a resource to assist in countering bullying. The school council where applicable, may also be of assistance. It would, of course, be most desirable that non-teaching staff be part of the process in measures to counter bullying behaviour in schools.

6.4 POSITIVE BEHAVIOUR

Positive reinforcement of good behaviour leads to better self-discipline and we place greater emphasis on rewards and incentives than sanctions. Redirection of negative behaviour into positive tasks/behaviour is actively encouraged. If this fails, sanctions will be applied according to the gravity of the misbehaviour with due regard to age and emotional development.

7.0 PROCEDURES FOR INVESTIGATING AND DEALING WITH BULLYING

Bullying incidents should be reported to the class teacher and/or the supervising teacher for investigation. This reporting may be done by the child, parent or a friend. All reported incidents which are serious or are part of a pattern of behaviour will be noted, investigated and treated as circumstances require. Serious cases of bullying will be reported to the Principal. Reports of bullying behaviour on the way to and from school will be investigated by the Principal.

7.1 NOTING AND REPORTING

All incidents of bullying will be recorded in an incident book, which will be retained in the school. Children will be informed that when they report incidents of bullying they are acting responsibly. The Board of Management ensures that there are clear procedures for the formal noting and reporting of bullying behaviour. All records must be maintained in accordance with relevant data protection legislation. The school's procedures for noting and reporting bullying behaviour must adhere to the following:

- The teacher records all behaviour incidents in the class behaviour diary. BETNS records any claims of bullying including anonymous claims in the blue behaviour folder, which is stored in the principal's office. There is a template¹ for recording the bullying incident in this file.
- 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.
- The relevant teacher must use the recording template kept in blue behaviour folder 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) all serious incidents (as per Behaviour Policy) including 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 must be completed in full and retained by the teacher in question and a copy provided to the Principal or Deputy Principal as applicable to be stored in the blue behaviour file. It should also be noted that the timeline for recording bullying behaviour in the recording template 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 where a school has serious concerns in relation to managing the behaviour of a pupil, the advice of the National Education Psychological Service (NEPS) should be sought.

7.1.1 REFERRAL OF SERIOUS CASES TO THE HSE

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”. 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. 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.

7.2 INVESTIGATING

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 are as follows:

- The primary aim for the relevant teacher in investigating and dealing with bullying is to resolve any issues and to restore, as far as possible, 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 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. Incidences which are of a serious nature, or which involve pupils from a number of classes may be referred to the principal.
- Non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners etc, must be encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant 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 should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents.
- Incidents are generally best 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 they may face them from the other members of the group after 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 parents 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 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.
- 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 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 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.
- In cases where the relevant 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 relevant teacher in the recording template².
- 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:
 1. Whether the bullying behaviour has ceased.
 2. Whether any issues between the parties have been resolved as far as is practicable.
 3. Whether the relationships between the parties have been restored as far as is practicable.
 4. Any feedback received from the parties involved, their parents or the school Principal or Deputy Principal.

² Appendix 2

- 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

7.3 COMMUNICATING WITH PARENTS/GUARDIANS REGARDING DISCIPLINE

The support and co-operation of Parents/Guardians is essential if the Anti-Bullying Procedure and the Code of Behaviour in school is to operate effectively. If a good relationship exists between Parents/Guardians and school staff, the children will ultimately reap the benefit. To foster good communication, the following procedures are school policy:

- 7.3.1 The Parents/Guardians will be contacted.
- 7.3.2 Personal contact with teacher and/or Principal in the form of a letter or phone call.
- 7.3.3 A pre-arranged meeting with the class teacher and/or Principal and Parents/Guardians, the child will not be present at this meeting.

7.4 SANCTIONS

The purpose of the sanctions listed below, and other strategies, is to promote positive behaviour and discourage repeated misbehaviour.

1. A verbal reprimand, to include reasoning and advising how to improve.
2. Temporary separation from other children or stands apart from Group until Calm and ready to resume work. This strategy is to be used at the discretion of the teacher, depending on the situation and the age of the child.
3. The child is removed to another classroom for a short period as a calming measure.
4. The child is required to apologise sincerely for the specific misbehaviour.
5. A record will be kept of continuous misbehaviours in class and yard and of all serious misbehaviours in order to identify patterns of behaviour.
6. The child is deprived of a favourite activity or extra work may be assigned to the child, the Parents/Guardians are informed depending on the seriousness of the misbehaviour.
7. Parents/Guardians are contacted about behaviour in in the form of a letter or phone call depending on the frequency and/or seriousness.
8. In certain circumstances, a child may be asked to write a letter of apology, which must be signed by the Parents/Guardian.

Bullying, including sexist or racist remarks are grounds for Suspension as defined in the BETNS Code of Behaviour. The following sanctions (9 – 12) are given in more detail in Section 7.0 *Suspension* and Section 8.0 *Expulsion* of the Code of Behaviour.

9. Children are sent to the Principal or deputy Principal (in the Principals absence) for continually occurring or serious misbehaviours.
10. Parents/Guardians are requested to meet with Teacher and or Principal.
11. Referral to the Board of Management.
12. Suspension (Under Section 24 of the Education (Welfare) Act 2000) used to deal with continuously disruptive pupils or with a serious breach of discipline

8.0 RESPONDING TO BULLYING

8.1 SUPPORT FOR THE VICTIM OF BULLYING

Support will be provided for anyone who is bullied by offering him or her an opportunity to talk about their experience with a teacher, along with continuing support, when they feel they may need it. A victim of bullying 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 taken to help them and to encourage them to report further incidences if they occur.

8.2 SUPPORT FOR THE BULLY

Help will also be provided for the bully. This will include speaking to them to discover why they became involved and to try and modify future behaviour. If required, counselling may be sought to help them learn other ways of meeting their needs without violating the rights of others.

8.3 SUPERVISION AND MONITORING OF PUPILS (SEE SUPERVISION POLICY)

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. The school's anti-bullying policy must confirm that appropriate supervision and monitoring policies and practices are in place to both prevent and deal with bullying behaviour. In addition, strategies and measures need to be developed to involve all parents.

9.0 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. See adult anti bullying policy.

APPENDIX 1 ADVICE TO PARENTS

A. WHAT TO TELL YOUR CHILD TO DO IF THEY ARE BEING BULLIED

- Tell the teacher immediately.
- Tell a friend about what is happening.
- Tell your parents when you get home.
- Tell the bully to stop.
- Help the teacher investigate it.

B. WHAT TO DO IF YOUR CHILD IS BEING BULLIED

- Stay calm and don't over-react. Your reaction may convey a sense of anger or disappointment to the child and could be counterproductive. Let him/her know that they are not at fault and that this problem can be overcome.
- Discuss the experience with your child to find out the precise details of what has happened.
- Reassure him/her that you and the school will help him/her.
- Under no circumstances should the Parent/Guardian of the bullied child approach the alleged bully directly.
- Build confidence and independence.
- Teach the child that he/she has the right to say "No".
- Encourage the child to talk to the teacher.
- If the bullying is physical – don't tell your child to hit back.
- Children who are loners can be more vulnerable and need help to socialise. You can facilitate this by inviting children to play and by enlisting the help of other parents.
- It is important to tell children that some situations are dangerous and that safety must come first. Teach them to get away and tell.
- Follow-up to ensure the matter is dealt with and resolved.

C. WHAT TO TELL YOUR CHILD TO DO IF THEY KNOW SOMEONE IS BEING BULLIED

- Tell the teacher (privately if necessary).
- Tell their parents when they get home.
- Reject bullying behaviour among your friends – tell them it is wrong to bully.
- Help the bullied person get away from the situation.
- Talk to the person who is being bullied – you may be able to help them.

D. WHY DO SOME CHILDREN BECOME BULLIES?

- They may be bullied themselves by parents or siblings.
- They may feel inadequate and lack confidence.
- They may feel under pressure to succeed at all costs.
- They may find it difficult to socialise with their peers.
- They may be very spoilt and go totally unchallenged at home.

E. WHAT TO DO IF YOUR CHILD IS A BULLY

- Get your child to acknowledge that they are involved in such behaviour.
- Try to find out if this is a temporary response to something else in the child's life.
- Talk to your child and try to get him/her to understand how the victim feels.
- Talk to the child's teacher.
- Bullies often suffer from a lack of confidence. Don't compare your child's achievement with others. Praise helpful, kind behaviour at every opportunity.

APPENDIX 2 TEMPLATE FOR RECORDING BULLYING BEHAVIOUR

1. Name of pupil being bullied and class group

Name _____ Class _____

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

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

--

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 Traveller community	Other (specify)

8. Brief Description of bullying behaviour and its impact

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9. Details of actions taken

--

Signed: _____ (Relevant Teacher) Date: _____

Date submitted to Principal/Deputy Principal _____

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

APPENDIX 3 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 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 re 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?	

Signed: _____
Chairperson, Board of Management

Date: _____

Signed: _____
Principal

Date: _____

APPENDIX 4

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 3** of the Department's *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

Signed: _____
Chairperson, Board of Management

Date: _____

Signed: _____
Principal

Date: _____