



## **St. Pius X BNS**

### **Anti-Bullying Policy**

**In accordance with the requirements of the Education (Welfare) Act 2000 and the Code of Behaviour Guidelines issued by the NEWB, the Board of Management of St. Pius X BNS, Terenure, Dublin 6W, 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.**

#### **Our Rationale**

St Pius X B.N.S does not tolerate or condone bullying of any form or at any level of the school community. The children are taught that society is made up of a variety of different people, all of whom deserve our respect, all of whom have the right to be treated equally and to have the fundamental right to be allowed to exist in society and be content in their lives. No bullying can therefore be tolerated and no discrimination based on the nine stated grounds included in equality legislation, i.e., gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community, can be allowed.

The Board of Management is committed to ensuring that all members of the school community - pupils, 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.

#### **Our School Ethos**

St Pius X B.N.S. is dedicated to providing a caring and supportive environment for all its pupils through positive affirmation, clear communication and a genuine partnership between the home, the school and the community. This anti-bullying policy aims to promote and support the ethos of the school. It aims to produce a safe and caring environment in which all children can develop to their full potential.

**The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:**

- A positive school culture and climate which is welcoming of difference and diversity and is based on inclusivity
- Encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment

- Involves collaboration among and between staff and pupils 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
- Effective supervision and monitoring of pupils
- Supports for staff
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies)
- Ongoing 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:

***‘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 or transphobic 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 and examples of bullying behaviour are set out in **Appendix A** of this policy.

### **Our Policy Aims:**

- To create a school ethos which encourages children to disclose and discuss incidents of bullying behaviour
- To raise awareness of bullying as a form of unacceptable behaviour with school management, teachers, pupils, parents/guardians
- To ensure comprehensive supervision and monitoring measures through which all areas of school activity are kept under observation
- To develop procedures for noting and reporting incidents of bullying behaviour

- To develop procedures for investigating and dealing with incidents of bullying behaviour
- To develop a programme of support for those affected by bullying behaviour and for those involved in bullying behaviour
- To work with and through the various local agencies in countering all forms of bullying and anti-social behaviour
- To evaluate the effectiveness of school policy on anti-bullying behaviour
- To identify who is responsible for investigating and dealing with bullying issues
- To implement strategies to prevent bullying behaviour
- To ensure children are equipped with skills to deal with bullying incidents as they occur

## **ROLES AND RESPONSIBILITIES**

### **Board of Management**

- The Board of Management is responsible for ensuring that all members of the school community are enabled to deal effectively with bullying. The Board is committed to providing time and resources for the implementation of the policy. The Board will ensure that proper supervisory and monitoring measures are in place to prevent bullying and to deal with incidents appropriately as they arise.

### **School Staff**

- The school staff will foster an atmosphere of friendship, respect and tolerance.
- Children's self-esteem will be developed through celebrating individual differences, achievements, acknowledging and rewarding good behaviour and manners, and providing opportunities for success throughout the curriculum and school.
- Teachers will help pupils to develop empathy by discussing feelings and trying to put themselves in the place of others.
- Relationships with pupils will be based on mutual respect and trust so that pupils will have confidence in the school staff.
- Teachers will be vigilant, respond sensitively and with care to pupils who disclose incidences of any type of bullying.
- Teachers will investigate all disclosed incidents of bullying. Good behaviour will be seen to be rewarded at class and whole school level.
- Teachers will discuss the school's anti-bullying policy with the pupils and use behavioural management strategies which focus on problem solving and enable pupils to take an active role in finding a solution to problems.
- Teachers will provide pupils with opportunities to develop a positive sense of self-worth.
- The formal curriculum of the school will also be used to educate all pupils against bullying behaviour. There are a number of curriculum components and programmes which are particularly relevant to the prevention of bullying and the promotion of respect for diversity and inclusiveness.
- Teachers will ensure 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 a note up with homework.
  - Suggestion 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.

## Pupils

- Pupils are expected to be tolerant and to have mutual respect for each other. “Slagging” or any identity-based name calling (including that of a homophobic nature) will not be tolerated.
- Pupils are encouraged to report incidents of bullying to their parents and teachers using the methods outlined previously.
- The children are encouraged to follow the six golden rules of our school:

(1) I will be kind in all I say and do... I will not hurt others

(2) I will put my litter in the bin... I will not throw it on the ground

(3) I will listen in class and I will do my work well

(4) I will take care of my property and will respect what belongs to others

(5) I will share with others and will be generous to those in need

(6) I will be honest and truthful... I will not tell lies

## Parents

- Parents should become familiar with the school’s anti-bullying policy and discuss it with their child/ren.
- Encourage positive behaviour and discourage negative behaviour both at home and at school.
- Encourage children to solve difficulties without resorting to aggression.
- Encourage children to share, to be kind, to be caring, and to be understanding towards others.
- Support the school in its efforts to prevent and treat bullying by adhering to the school’s procedures for reporting and investigating bullying incidents as outlined in **Appendix B**.
- Watch out for signs and symptoms that your child is being bullied or is bullying others (**Appendix B**). These signs do not necessarily mean that a pupil is being bullied. If repeated or occurring in combination, these signs warrant investigation in order to establish what is affecting the child. Don’t dismiss your instincts as being wrong.

**The following education and prevention strategies, (including strategies specifically aimed at cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying) at the appropriate and relevant level for each class, will be used by the school:**

### 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, e.g., Stay Safe Programme, The Walk Tall Programme, Friends for Life.
- Targeted delivery of lessons on **Cyber Bullying** and **Diversity and Interculturalism** at the appropriate class levels.
- Targeted delivery of lessons on Cyber-safety and how to stay safe online.
- Cyber-bullying education programmes, talks and workshops.
- 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.
- Full implementation of the “Grow in Love” religion programme.

### **School-wide approach**

- **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.
- **Involvement of the student council** in contributing to a safe school environment e.g. Buddy system, mentoring, and other student support activities that can help to support pupils and encourage a culture of peer respect and support.
- Monthly assembly themes.
- Parent information nights.
- Outside speakers.
- Liaising with the Parents' Association.
- Liaising with the school psychologist.

### **Cyber Bullying Strategies**

- Staff, pupils, parents and Board of Management are made aware of issues surrounding cyber bullying
- Pupils and parents are urged to report all incidents of cyber bullying to the school
- Staff CPD is organised as required to support learning about current technologies
- Pupils learn about cyber bullying through the SPHE curriculum, assemblies and other curriculum projects
- Parents are provided with information and advice on how to combat cyber bullying

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

The member of teaching staff who has responsibility for investigating and dealing with bullying is referred to as the "relevant teacher". The **relevant teacher** is normally the **Class Teacher**. The Principal and Deputy Principal may also be involved at certain stages of the process. Any teacher may act as a relevant teacher if circumstances warrant it (see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*).

### **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. Every effort will be made to ensure that all involved (including pupils, parent(s)/guardian(s) understand this approach from the outset. In investigating and dealing with bullying, the teacher(s) will exercise his/her/their professional judgement to determine whether bullying has occurred, what type if it has and how best the situation might be resolved. With this in mind:

- 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.
- Teachers will take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents.
- Initial investigations of bullying will be done in class where possible but some incidents might be best investigated outside the classroom situation to ensure the privacy of all involved.
- All interviews will 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(s) 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.
- If a group is involved, each member will be interviewed individually at first. Thereafter, all those involved will be met as a group. At the group meeting, each member will be asked for his 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 may face them from the other members of the group after interview by the teacher.
- Where the relevant teacher(s) has/have determined that a pupil has been engaged in bullying behaviour, it will be made clear to him how he is in breach of the school's anti-bullying policy and efforts will be made to try to get him to see the situation from the perspective of the pupil being bullied.
- 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(s) that bullying behaviour has occurred, the parents of the parties involved will be contacted at an early stage to inform them of the matter and explain the actions being taken. The school will give parents an opportunity to discuss ways in which they can reinforce or support the actions being taken by the school and the supports for their pupils.
- It will 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 parents and the school.

## PROCEDURES FOR DEALING WITH BULLYING

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:

### Step 1:

The class teacher investigates all instances of reported or suspected bullying behaviour, whether these take place within the school or outside it, with a view to establishing the facts and bringing any such behaviour to an end.

The first step in the process allows the class teacher to gather information about a reported or alleged incident of bullying. This might involve speaking with the pupil or pupils who have experienced the behaviours (without labelling them as victims of bullying), gathering information on who is involved (without labelling them as bullies), what happened and recording of any posts on the internet, social media or mobile devices (as applicable).

The school, through the class teacher reserves the right to ask any pupil to write an account of what happened, as part of an investigation. This will be a standard procedure and does not necessarily imply that a pupil is guilty of misbehaviour.

**The main task at this stage is to determine if the incident constitutes bullying as described in this policy.** The relevant teacher will complete a **Behaviour Report Form [Appendix C]** at this point.

If the teacher determines that the reported incident does not constitute bullying at this time the report will be completed and kept on file. The incident may need to be examined under another school policy – e.g., Code of Behaviour, Child Safeguarding, etc.

If the teacher determines that the reported incident is in fact bullying, then the teacher should proceed to Step 2 of this process.

### **Step 2:**

The incident has been confirmed as bullying and the class teacher and pupils are involved in dealing with the issue/problem.

From this point teachers are asked to keep a record of the incident and any strategies used to resolve the problem. It is imperative that all recording of bullying incidents be done in an objective and factual manner.

The principal and/or deputy principal is informed and may provide support to the teacher.

Parents/Guardians of the pupils involved are informed by phone call that there has been an incident of bullying and the steps that are being taken to resolve the problem within the class. Parents/Guardians may be called to meet the teacher at this time.

In the event that pupils have been involved in bullying behaviour, they are asked to write and sign a **Pupil Behaviour Contract (Appendix D)** stating that they will treat all pupils fairly, equally and respectfully including the targeted pupil(s).

The class teacher does not apportion blame but rather treats bullying behaviour as a 'mistake' that can and must be remedied. He/she 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.

The following strategies may be used to show disapproval of bullying behaviour:

- Verbal reprimand (including advice on how to change their behaviour)
- Communication with parents/guardians
- Temporary separation from peers, friends or others
- Loss of privileges
- Detention during break time
- Referral to Principal
- Made subject to special monitoring procedures
- Suspension (In accordance with Rule 130(5) of the rules of National School)
- Expulsion (Rule 130(6))

Any pupil who is involved in retaliation against a pupil who reports bullying will be subject to the school **Code of Behaviour**. Incidents of bullying will be used as opportunities for re-enforcing the **Anti-Bullying Policy** of the school. Follow-up meetings may be arranged to assess progress and/or restore relationships.

If the incident involves the internet or social media any relevant information or posts (text or photos) must be removed.

When an investigation is completed and/or a bullying situation is resolved the class teacher will **complete a report: Appendix E** to include the findings of the investigation, the strategy adopted and the outcome of the intervention, as well as any other relevant information.

### **Step 3:**

If a pupil has signed a **Pupil Behaviour Contract** but then chooses to break that promise and continue the bullying behaviour, this can then no longer be considered a 'mistake'. In this event **parents/guardians will be informed and requested to countersign their child'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. The matter is formally referred to the principal.

The teacher and Principal may meet parents/guardians separately to discuss the issue and possible solutions.

The teacher, Principal, pupil(s) and parents/guardians work together to resolve the problem.

The teacher and Principal continue to keep a formal record of steps taken to date (minutes of any meeting kept and the decisions taken).

### **Step 4:**

If the bullying continues in spite of the steps taken to resolve the problem, the case is brought to the attention of the Board of Management in order to explore other options and to draw on the expertise of the Board members.

### **Bullying as part of a continuum of behaviour**

Bullying behaviour can be part of a continuum of behaviour rather than a stand-alone issue and, in some cases, behaviour may escalate beyond that which can be described as bullying to serious physical or sexual assault or harassment. To ensure that any such cases are dealt with appropriately, the school's anti-bullying policy links with the overall code of behaviour. Referral will be made to relevant external agencies and authorities where appropriate. In cases where the school has serious concerns in relation to managing the behaviour of a pupil, the advice of the National Education Psychological Service (NEPS) will be sought.

### **Referral of serious cases to the HSE**

Serious instances of bullying behaviour will, 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, Tusla 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.

### **Reporting bullying behaviour**

- Any pupil or parent(s)/guardian(s) may bring a bullying incident to any teacher in the school. **Behaviour Report forms (Appendix C)** will be kept in all classrooms and in the office and are completed thereafter.
- All reports, including anonymous reports of bullying, must be investigated and dealt with by the relevant teacher(s). 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.
- All reports will be investigated and dealt with by the relevant teacher, or if appropriate, the classroom teacher of the children involved.
- 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 teacher.

### **Follow up and recording**

- In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher will, 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:

#### **Step 1: Pre-determination that bullying has occurred (Behaviour Report Form, Appendix C).**

All staff will keep a written record of any incidents witnessed by them or notified to them. All incidents must be reported to the relevant teacher and the Behaviour Report Form (Appendix C) completed and retained by the class teacher.

- All reports, including anonymous reports of bullying, will be investigated and dealt with by the relevant teacher, and he/she will 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.

#### Steps 2&3: Determination that bullying has occurred (Appendix E)

- 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. If it is established that bullying has occurred, he/she must inform the principal and/or deputy principal.
- The school in consultation with the relevant teacher/s should develop a protocol for the storage of all records retained by the relevant teacher.

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. (See Appendix A for examples of bullying behaviour)
- These behaviours should be reported immediately to the principal. They should be in line with the school's code of behaviour.

In each of the circumstances above, the recording template **Appendix E** must be completed in full and retained by the relevant teacher and a copy provided to the principal and/or Deputy Principal as applicable. It should also be noted that the timeline for recording bullying behaviour in the recording template at **Appendix E** does not in any way preclude the relevant teacher from consulting the principal and/or Deputy Principal at an earlier stage in relation to the case. When the recording template is used, it must be retained by the relevant teacher in question and a copy maintained by the principal. Due consideration needs to be given to where these records are kept, who has access to them, and how long they will be retained.

**All documentation regarding bullying incidents and their resolution is retained securely in the school.**

#### SEN PUPILS AND VULNERABLE PUPILS

Pupils with disabilities, special educational needs and those who struggle with social awareness may require a differentiated approach to understanding bullying, learning how to recognise if they are bullying or being bullied, and developing skills to tackle both.

Teachers should take particular care to help these students to clearly understand the purpose of any sanctions if their behaviour is unacceptable. The school and classroom practices that support good learning behaviour are valid for all students, including those with identified special educational needs.

Class teachers and specialist personnel (e.g., SET teachers and SNAs) should check that standards and rules are communicated in a way that these students can understand. This understanding should be checked from time to time, especially when a student is acting in a way that would usually be seen as being in breach of the school rules.

Teachers and SNAs will, as far as possible, ensure that these particular children fully understand the procedures for reporting bullying incidents and can identify who they should report to.

Teachers should be aware of other students that may be vulnerable and those from ethnic minorities and migrant groups, pupils from the traveller community, lesbian, gay, bisexual or transgender (LGBT) pupils, those perceived to be LGBT and pupils of minority religious faiths.

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

- Support will be provided for anyone who is bullied by offering them an immediate opportunity to talk about their experience with their teacher or other teacher, along with continuing support when they feel they may need it.
- A victim will be assured that the school community will help them and put monitoring procedures in place to safeguard them.
- The school will inform parents/guardians of what has happened and of the measures being taken to help them, encourage them to report further incidents if they occur.
- While it is important to have rules about bullying, a whole group policy is the best solution. This means not 'bullying the bully' but working with the aggressor and the group of young people, helping them to understand the hurt they are causing and so make the problem a 'shared concern' of the group.

**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 harassment of pupils or staff on any of the nine grounds specified ie. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Travelling community.

This policy was adopted by the Board of Management on ...21/03/2022.....

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.

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: .....*Lorcan Coyle*..... (Principal)

Date: .....21/03/2022.....

Signed: .....*Ronan McMahon*..... (Chairperson of Board of Management)

Date: .....21/03/2022.....

## APPENDIX A:

### 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.

**Identity-based bullying:** Unwanted negative behaviour, verbal, psychological or physical, conducted by an individual or group against another person (or persons) and which is repeated over time based on their race, membership of the Traveller community, sexual orientation or perceived sexual orientation, gender including transgender, disabilities or special educational needs.

**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.

### Examples of bullying behaviours

<p><b>General behaviours which apply to all types of bullying</b></p>	<ul style="list-style-type: none"> <li>• Harassment based on any of the nine grounds in the equality legislation, e.g., sexual harassment, homophobic bullying, racist bullying etc.</li> <li>• Physical aggression</li> <li>• Damage to property</li> <li>• Name calling</li> <li>• Slagging</li> <li>• The production, display or circulation of written words, pictures or other materials aimed at intimidating another person</li> <li>• Offensive graffiti</li> <li>• Extortion</li> <li>• Intimidation</li> <li>• Insulting or offensive gestures</li> <li>• The "look"</li> <li>• Invasion of personal space</li> <li>• A combination of any of the types listed.</li> </ul>
<p><b>Cyber</b></p>	<ul style="list-style-type: none"> <li>• <b>Denigration:</b> Spreading rumours, 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., Facebook/Ask.fm/ Twitter/You Tube or on games consoles</li> <li>• Abusive website comments/Blogs/Pictures</li> </ul>

	<ul style="list-style-type: none"> <li>Abusive posts on any form of communication technology</li> </ul>
<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).	
<b>Homophobic and Transgender</b>	<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>
<b>Race, nationality, ethnic background and membership of the Traveller community</b>	<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>
<b>Relational</b>	<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> <li>"Bitching", nastiness.</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>

## **Appendix B**

### **Signs 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, mitching.
- 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 pupils 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.

These signs do not necessarily mean that a pupil is being bullied. If repeated or occurring in combination, these signs warrant investigation in order to establish what is affecting the child. Discuss the school's anti-bullying policy with your child.

### **What to do if your child is being bullied:**

- Discuss the experience with your child to find out the precise details of what has happened in the child's own words, being extra vigilant not to feed the words to him.
- Reassure him that you and the school will help him.
- Discuss with him what to do next - he may be able to suggest strategies for dealing with it.
- Encourage him to tell his teacher.
- Contact the school secretary to organise a meeting with the class teacher as soon as possible.
- Do not make contact directly yourself with the other child or his parents.
- Follow-up to ensure that the matter is dealt with and resolved.

### **What to tell your child to do if someone they know is being bullied:**

- Tell a teacher (privately if necessary).
- Tell his parents - they will contact the school.
- Talk to the person who is being bullied - you may be able to help him.
- Reject bullying behaviour among your friends - tell them that it is wrong to bully.
- Help the bullied person to get away from the situation.
- Know and follow the school code of discipline.

**What to tell your child to do if they are being bullied:**

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

## Appendix C: Behaviour Report Form (Step 1)

<b>Relevant Teacher (filling out form):</b>		
<b>Date:</b>		
<b>Reporting person</b>		
<b>Staff Member:</b>		
<b>Pupil:</b>	<b>Class:</b>	
<b>Pupil:</b>	<b>Class:</b>	
<b>Pupil:</b>	<b>Class:</b>	
<b>Other: (please specify)</b>		
<b>Details of Reported Concerns</b>		
<b>Location:</b>	<b>Time:</b>	<b>Date:</b>
<b>Pupil(s) involved:</b>		
<b>Person(s) present:</b>		
<b>Log of reported events</b>		
<b>Actions taken in response of report</b>		

## Appendix D – Pupil Behaviour Contract (Step 2)

<b>Student's Name:</b>	<b>Age:</b>	<b>Start Date:</b>
<b>Lead Teacher:</b>	<b>Class:</b>	<b>Review Date:</b>
<b>Behaviours that require improvement</b>		
<b>Strategies / Sanctions we will use</b>		
<b>Student's undertaking/promise</b>		
<b>Staff Involved &amp; Resources Needed:</b>		
<b>Signed:</b>		<b>Date:</b>
Parent(s): _____		_____
Teacher(s): _____		_____

## Appendix E - Template for recording bullying behaviour (Step 3)

### 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	<input type="checkbox"/>
Other Pupil	<input type="checkbox"/>
Parent	<input type="checkbox"/>
Teacher	<input type="checkbox"/>

### 4. Location of incidents [tick relevant box(es)]\*

Playground	<input type="checkbox"/>
Classroom	<input type="checkbox"/>
Corridor	<input type="checkbox"/>
Toilets	<input type="checkbox"/>
Other	<input type="checkbox"/>

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

--

### 6. Type of Bullying Behaviour [tick relevant box(es)]

Physical Aggression	<input type="checkbox"/>	Cyber-bullying	<input type="checkbox"/>
Damage to Property	<input type="checkbox"/>	Intimidation	<input type="checkbox"/>
Isolation/Exclusion	<input type="checkbox"/>	Malicious Gossip	<input type="checkbox"/>
Name Calling	<input type="checkbox"/>	Other (specify)	<input type="checkbox"/>

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

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 8. Brief Description of bullying behaviour and its impact

--

**9. Details of actions taken**

Signed \_\_\_\_\_ (Relevant Teacher) Date .....

Date submitted to Principal \_\_\_\_\_

Signed ..... (Principal)