

## **Anti-Bullying Policy**

### **(1). Introduction:**

In accordance with the requirements of the Education (Welfare) Act 2000 and the *code of behaviour guidelines* issued by the NEWB, the Board of Management of Knockanean 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.

### **(2). Principles of Best Practice:**

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; and
  - promotes respectful relationships across 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-
  - build empathy, respect and resilience in pupils; and
  - explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.
- f) Effective supervision and monitoring of pupils;
- g) Supports for staff;
- h) Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
- i) On-going evaluation of the effectiveness of the anti-bullying policy.

### **(3). Definition of Bullying:**

In accordance with the *Anti-Bullying Procedures for Primary and Post-Primary Schools* bullying is defined as follows:

Bullying is unwanted negative behaviour, verbal, psychological or physical conducted, by an individual or group against another person (or persons) and which is repeated over time.

The following types of bullying behaviour are included in the definition of bullying:

- deliberate exclusion, malicious gossip and other forms of relational bullying,

## Knockanean National School

- cyber-bullying and
- identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.

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

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

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

#### **(4). Relevant Teacher:**

The relevant teacher for investigating and dealing with bullying is the class teacher. The principal thereafter if necessary.

“In these procedures, the member of teaching staff who has responsibility for investigating and dealing with bullying is referred to as the “relevant teacher”. At primary level, the relevant teacher will normally be the class teacher. see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

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

**(5). 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 follows** (see Section 6.5 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

Positive school environment: (See appendix 1 attached)

- The school staff foster an atmosphere of friendship and respect, thus creating a caring, safe and positive school environment. Kindness, respect towards each individual and tolerance are advocated and promoted
- A pastoral care system operates in our school whereby teachers seek to build up a relationship of trust and confidence with their pupils with a view to preventing cases of bullying behaviour.

## Knockanean National School

- Teachers are careful to act as good role-models and not misuse their authority. Moreover, they aim to be firm, clear and consistent in their disciplinary measures. Techniques based on positive motivation and recognition have been found to be most effective in promoting desired behaviour.
- The school recognises the right of parents to share in the task of equipping the pupil with a range of life-skills.
- The school takes particular care of "at risk" pupils and uses its monitoring system to provide early intervention when/if necessary and responds to the needs, fears or anxieties of individual members in a sensitive manner
- The school recognises the need to co-operate with and keep parents informed on procedures to improve relationships within the school community.
- Teachers will discuss the school's anti-bullying policy with the pupils. Teachers emphasise that that bullying behaviour is unacceptable and wrong. Each class teacher will complete at least three awareness-raising exercises per school year for each class group (*e.g. from the 'Awareness-Raising' strand of the Anti-Bullying Campaign, via its website*), pro-actively explaining the nature and variety, causes, consequences and unacceptability of bullying. At least one of these awareness raising classes will deal explicitly with cyber bullying and teachers will complete these classes at the beginning of each term.
- Pupils are helped to examine the issue of bullying in a calm rational way, outside of the tense context of particular bullying incidents. In the process they are made more aware of the nature of bullying and the various forms that it can take.
- Pupils are made aware that the consequences of bullying behaviour are always bad for those who are targeted, even if this is not always obvious at the time.
- Pupils are encouraged to recognise, reject and report bullying behaviour, either spontaneously or through questionnaires that are regularly used in the school.
- Teachers are vigilant, respond sensitively and caringly to pupils who disclose incidents of bullying. All alleged incidents of bullying are investigated.
- The school disapproves of vulgar, offensive, sectarian or other aggressive behaviour by any of its members.
- The school recognises the role of other community agencies in preventing and dealing with bullying. In some cases it may be deemed appropriate to involve the Gardai (Junior Liaison Officer) H.S.E. or counsellors.

## Knockanean National School

- The School has a clear commitment to promoting equity in general and gender equity in particular in all aspects of its functioning. Info re relevant seminars is displayed in staff room

### Organisation:

- In order to minimise opportunities for bullying, comprehensive supervision and monitoring measures are in place.
- Pupils are encouraged to be active during breaks. Weather permitting they play outside.
- Parents are encouraged to bring their children to school as near to school starting time as possible.
- Playground is supervised during breaks and for fifteen minutes before official school starting time.
- Pupils are escorted from the yard to the classroom and they are supervised in corridors by their Class Teachers.
- On wet days pupils are supervised in their classrooms
- Classroom monitors – senior/ middle class pupil
- An annual audit of professional development needs with a view to assessing staff requirements through internal staff knowledge/expertise and external sources
- The school's anti-bullying policy is discussed with pupils and all new parent(s)/guardian(s) are given a copy as part of the Code of Behaviour of the school.
- The school's Acceptable Use Policy is brought to the attention of parents and staff to ensure that the access to technology within the school is strictly monitored, as is the pupils' use of mobile phones.

### Classroom :

- A safe caring and positive learning environment is provided

## Knockanean National School

- A sense of belonging and involvement is encouraged
- Rules and routines are clearly outlined
- Social skills are developed. These skills may be listed as:
- Understanding own feelings and self-concept
- How to communicate effectively and appropriately
- How to work co-operatively in groups
- How to manage and resolve conflict
- How to solve problems and make decisions
- How to understand one's own values and those of others
- How to take effective and appropriate social action. These skills are taught in a number of ways, including -
  - Modelling of appropriate behaviour
  - Incidentally during lessons e.g. reinforcing good social skills, identifying inappropriate behaviour
  - Through structured class guidelines e.g. collaboratively developed class rules

### Circle time:

- As self-esteem is the single most influential factor in determining behaviour, teachers aim to provide pupils with opportunities to develop a positive sense of worth.
- Children's self-esteem is developed through celebrating individual differences, achievements, acknowledging and rewarding good behaviour and manners and providing opportunities for success through the curriculum and other activities.
- Pupils are rewarded for effort and improvement and expectations of their performance are positive
- Teachers help pupils to develop *empathy* by discussing feelings and trying to put themselves in the place of others. Relationships with pupils are based on mutual respect and trust so that the pupils will have confidence in the school staff.

## Knockanean National School

### Formal School Curriculum:

- The formal curriculum of the school will also be used to educate all pupils against bullying behaviour.
- Anti-bullying issues may be raised through the school's religion programme Alive-O. The Social, Personal and Health Education Programme, the Stay Safe programme and the Walk Tall programme may provide opportunities for children to explore issues around keeping themselves and others safe. "We were only messing" is a phrase which could be challenged and discussed.
- In Drama pupils have opportunities to learn coping strategies and through role play they may practice using eye contact, positive body language and phrases e.g. "Go away and leave me alone".
- English extracts may be used as stimulus for discussion.
- In S.E.S.E. the interdependence of people may be discussed.
- Physical Education: Co-operation and respect for others is promoted through team sports and non-competitive participation in sporting activities. Sporting activities provide excellent opportunities for promoting the importance of conforming and playing fairly and by the rules.
- In the area of Visual Arts pupils may be allowed to explore feelings through colour, illustrate different situations etc.
- At the teacher's discretion a "Worry Box" may be placed in the classroom. The pupils will understand that if they wish they may write a note detailing concerns they may have. This note must be signed.
- The S.A.L.T Programme being implemented in senior infants / first class with the view to extending it throughout the school
- Incredible Years Programme: Two teachers currently undergoing training with the view to its introduction

### Pupils:

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

## Knockanean National School

- Involvement of the student council in contributing to a safe school environment that can help to support pupils and encourage a culture of peer respect and support.
- 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.

### **Staff:**

- The Board of Management ensures that members of school staff have sufficient familiarity with the school’s anti bullying policy to enable them to effectively and consistently apply the policy when required. Supports for staff will be appropriate to the individual’s role and will enable staff to recognise bullying, implement effective strategies for preventing bullying and where appropriate, intervene effectively in bullying cases.
- The Board of Management will also make appropriate arrangements to ensure that temporary and substitute staff has sufficient awareness of the school’s code of behaviour and its anti-bullying policy. (All school policies are available to view on the Student Management System –“Aladdin”
- Whole staff professional development on bullying to ensure that all staff develops an awareness of what bullying is, how it impacts on pupils’ lives and the need to respond to it-prevention and intervention.

### **Parents:**

- 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.
- Watch out for signs and symptoms that your child is being bullied or is bullying others.

## Knockanean National School

- Don't dismiss your instincts as being wrong.
- Discuss the school's anti-bullying policy with her/him.
- Support the school in its efforts to prevent and treat bullying.

Anti – Cyber Bullying education and prevention strategies: (See Knockanean National School Anti – Cyber Bullying Policy attached)

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

### **Links to other policies**

Knockanean National School Anti bullying Policy should be read in conjunction with other school policies particularly relevant to bullying, e.g. Code of Behaviour, Child Protection Policy, Supervision of pupils, Acceptable Use Policy, Attendance Promotion Policy, Sporting Activities, Field Trips Policy. Tours Policy. Swimming Policy. These policies are available in the office or can be viewed by staff on “Aladdin”

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



## Knockanean National School

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);

### **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.
- 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), caretakers, cleaners must report any incidents of alleged bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher;

### **Investigating and dealing with incidents: Style of approach (see section 6.8.9)**

- In investigating and dealing with bullying, the (relevant)teacher will exercise his/her professional judgement( taking into account the age of the pupils involved) 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 may be contacted at an early stage to inform them of the matter and explain the actions being taken (by

## Knockanean National School

reference to the school policy). (See **appendix 4 Personal Response Sheet**). 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;
- To facilitate this perpetrator will be asked to fill out a **Personal Response Sheet (See Appendix 4)** Depending on the severity of the incident, parents may be asked to sign the Response Sheet.
- If there is a reoccurrence of the bullying incident, the teacher will then seek professional advice from colleagues, as to which of the following options should be implemented next
  - ✓ Issue a second Personal Response Sheet and have parents sign it or
  - ✓ Proceed to record the behaviour as bullying. (See Procedures for recording bullying behaviour below). **Appendix 2**
- 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**

## Knockanean National School

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. This will be kept in their own personal diary
- While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher must keep a written record of the reports, the actions taken and any discussions with those involved regarding same
- The relevant teacher must inform the principal of all incidents being investigated.

### **Formal Stage 1-determination that bullying has occurred**

- If it is established by the relevant teacher that bullying has occurred, the relevant teacher must keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved. This will be done by means of an Anti Bullying File being kept by each teacher which will be locked in their filing cabinet. This file will be passed on, along with all other pupil files to the teacher the following year. All incidents must be reported to the relevant teacher in order to facilitate this efficient record keeping. Personal Response Sheets (See appendix 4 ) will be stored here. A copy will also be forwarded to the principal.

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

The relevant teacher must use the recording template at **Appendix 2** to record the bullying behaviour in the following circumstances:

- in cases where he/she considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour occurred; and
- Where the relevant teacher after consultation with a colleague that in certain circumstances where bullying behaviour is deemed so serious that it must be recorded and reported immediately to the Principal or Deputy Principal as applicable. (See Knockanean Code of Behaviour)
- When the recording template at **Appendix 2** is used, it must be retained by the relevant teacher in question in his /her Anti Bullying File and a copy maintained by the principal. This file will be passed on, along with all other pupil files to the teacher the following year and retained as with all other pupil information until they reach the age of 21 or in very serious cases indefinitely.

### **Established intervention strategies**

- Teacher interviews with all pupils

## Knockanean National School

- 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)s to support school interventions
- No Blame Approach
- Circle Time
- Restorative interviews
- Restorative conferencing

### Periodic summary reports to the Board of Management

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

- the overall number of bullying cases reported (by means of the bullying recording template at **Appendix 2**) since the previous report to the Board and
- confirmation that all cases referred to at Formal stage 2 above have been or are being dealt with in accordance with the school's anti-bullying policy and the *Anti-Bullying Procedures for Primary and Post-Primary schools*.

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

### Bullying as part of a continuum of behaviour

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

### Referral of serious cases to the HSE

- 1) In relation to bullying in schools, *Children First National Guidance for the Protection and Welfare of Children 2011* (Children First) and the *Child Protection Procedures for Primary and Post-Primary Schools* provide that in situations where "the incident is serious and where the behaviour is regarded as potentially abusive, the school must consult the HSE Children and Family Social Services with a view to drawing up an appropriate response, such as a management plan".
- 2) Serious instances of bullying behaviour should, in accordance with the Children First and *the Child Protection Procedures for Primary and Post-Primary Schools*, be referred to the HSE Children and Family Services and/or Gardaí as appropriate.
- 3) The *Child Protection Procedures for Primary and Post-Primary Schools* also provide that where school personnel have concerns about a child but are not sure whether to

## Knockanean National School

report the matter to the HSE, the Designated Liaison Person must seek advice from the HSE Children and Family Social Services.

### **(7). 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 class teacher or other teacher, along with continuing support when they feel they may need it.
- A victim will be assured that the school community will help them and put monitoring procedures in place to safeguard them.
- The school will inform parents/guardians of what has happened and of the measures being taken to help them, encourage them to report further incidents if they occur.
- Help and support will be sought for the perpetrator. This will include speaking with them to discover why they became involved, informing their parents/guardians and continuing to work with them in order to modify their behaviour. The school code of behaviour applies to bullying. The perpetrator will be helped to see things from the victim's point of view. Perpetrators may be excluded from the playground at lunch break for a specific period or subject to special monitoring procedures and if bullying continues they may be suspended in accordance with procedure.
- Any pupil who is involved in retaliation against a pupil who reports bullying will be subject to the school code of discipline. Incidents of bullying will be used as opportunities for re-enforcing the anti-bullying policy of the school.
- Follow-up meetings may be arranged to assess progress and/or restore relationships.

#### Responding to the Victim

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

#### Responding to the Perpetrator:

- See personal Response Sheet (**Appendix 4**)

#### Responding to Peers

- Pupils who observe bullying are encouraged to talk to someone about it
- Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.
- Factors such as peer pressure are discussed
- An atmosphere of a culture of silence is discouraged
- Empathising with another person's hurt and standing up for what is right are qualities to be promoted in pupils

### **(8). 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.

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

- A. It is the responsibility of individual teachers ensure your yard duty is covered if you cannot do so yourself.
- B. All teachers must ensure their class have left the room before the teacher at break times.
- C. It is the responsibility of individual teachers to ensure that their class is not left unsupervised in the classrooms/corridors
- D. There is a collective responsibility on all teachers to ensure that there are no pupils in the corridors or classroom at break times
- E. Pay particular attention to the following areas of the yard at break times –
  - Emergency door beside principal's office
  - In the area adjacent to the bike rack (pupils are not allowed in this area.)
  - Ensure pupils do not go around by the garden area.
  - Emergency exit outside Madge's office
- F. In relation to Acceptable Use Policy in the school the following issues need to be enforced:
  - All Internet sessions must be supervised by a teacher
  - Pupils are not allowed to use their own email accounts from school laptops/computers.
  - Pupils are only allowed bring mobile phones to school following a written request from parents. Phones then must be handed in to the class teacher in the morning before school starts and collected after school.

Note the Broadband Filtering System has blocked all social networking

### **(9). 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

Knockanean National School

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 6<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.

This policy was ratified by the Board of Management of Knockanean N.S. on May 6<sup>th</sup> 2014

Signed on behalf of the Board of Management by

\_\_\_\_\_ Chairperson

Date of next review: \_\_\_\_\_

This policy was reviewed by the Board of Management of Knockanean N.S. on

\_\_\_\_\_.

Signed on behalf of the Board of Management by

\_\_\_\_\_ Chairperson

## **Appendix 1:**

### **Practical tips for building a positive school culture and climate**

The following are some practical tips for immediate actions that can be taken to help build a positive school culture and climate and to help prevent and tackle bullying behaviour.

- Model respectful behaviour to all members of the school community at all times.
- Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.
- Display key respect messages in classrooms, in assembly areas and around the school. Involve pupils in the development of these messages.
- Catch them being good - notice and acknowledge desired respectful behaviour by providing positive attention.
- Consistently tackle the use of discriminatory and derogatory language in the school – this includes homophobic and racist language and language that is belittling of pupils with a disability or SEN.
- Give constructive feedback to pupils when respectful behaviour and respectful language are absent.
- Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.
- Explicitly teach pupils about the appropriate use of social media.
- Positively encourage pupils to comply with the school rules on mobile phone and internet use. Follow up and follow through with pupils who ignore the rules.
- Actively involve parents and/or the Parents' Association in awareness raising campaigns around social media.
- Actively promote the right of every member of the school community to be safe and secure in school.
- Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas.
- All staff can actively watch out for signs of bullying behaviour.
- Ensure there is adequate playground/school yard/outdoor supervision.
- School staff can get pupils to help them to identify bullying “hot spots” and “hot times” for bullying in the school.
- Hot spots tend to be in the playground/school yard/outdoor areas, changing rooms, corridors and other areas of unstructured supervision.
- Hot times again tend to be times where there is less structured supervision such as when pupils are in the playground/school yard or moving classrooms.
- Support the establishment and work of student councils.



**Appendix 2:**

**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(s)	
Parent	
Teacher	
Other	

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

Playground	
Classroom	
Corridor	
Toilets	
Other	

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

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

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

Physical aggression		Cyber-bullying	
Damage to property		Intimidation	
Isolation/Exclusion		Malicious gossip	
Name calling			
Other (specify)			

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

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**8. Details of actions taken**

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Signed \_\_\_\_\_  
(Relevant Teacher 1)

Date \_\_\_\_\_

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

**Appendix 3**

**Notification regarding the Board of Management’s annual review of the anti-bullying policy**

To: \_\_\_\_\_

The Board of Management of \_\_\_\_\_ wishes to inform you that:

o The Board of Management’s annual review of the school’s anti-bullying policy and its implementation was completed at the Board meeting of \_\_\_\_\_ [date].

o This review was conducted in accordance with the checklist set out in **Appendix 4** of the Department’s *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

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

Chairperson, Board of Management

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

**Appendix 4**

**PERSONAL RESPONSE SHEET**

Student Name \_\_\_\_\_ Class \_\_\_\_\_

Teacher Name \_\_\_\_\_ Subject \_\_\_\_\_

\_\_\_\_\_ Date \_\_\_\_\_

Student Comments: What I did – against our class/other pupils or school rules?

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What rules I broke or infringed?

.....

My Explanation.

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What I should do to fix things up, or work things out

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Knockanean National School

Teacher Comments only

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

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Resolution:

I therefore promise that in future I will treat all my fellow-pupils fairly, equally and respectfully despite our differences.

In particular: *(Handwrite below "I will always treat (N) fairly and respectfully")*

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Signature of Pupil: \_\_\_\_\_

Signature of Parent/ Guardian \_\_\_\_\_

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