

# **Drimnagh Castle Primary Anti-Bullying Policy (Students) (Final Draft)**

**Last Updated:** September, 2022

**Next Update:** September, 2023

**\* Only Appendix 11 & Appendix 12, p.20 & p.21, need to be signed annually**

## **Mission Statement**

To strive to help our pupils learn in a happy, caring and Christian environment.

## **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 Drimnagh Castle Primary 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.

## **Key Principles of Best Practice**

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

**(a) A positive school culture and climate which:**

- is welcoming of difference and diversity and is based on inclusivity;
- encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment;
- promotes respectful relationships across the school community;

**(b) Effective leadership;**

**(c) A school-wide approach;**

**(d) A shared understanding of what bullying is and the impact it has;**

**(e) Implementation of education and prevention strategies (including awareness- raising measures) that:**

- build empathy, respect and resilience in pupils;
- explicitly address the issues of cyber-bullying and identity-based bullying, including 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);**

**(i) On-going evaluation of the effectiveness of the anti-bullying policy.**

## **Definition of Bullying**

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

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

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

- Deliberate exclusion, malicious gossip and other forms of relational bullying;
- Cyber-bullying (*Types of Behaviour Involved in Cyber Bullying-Appendix1, 1a*)
- 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.

### **Examples of Bullying Behaviour:**

Physical	Punching, kicking, hitting, spitting, intimidating etc.
Verbal	Name calling, slagging, harassing, taunting, etc.
Relational	Excluding, ignoring, spreading rumours, etc.
Damage to Property or Theft	Damaging property, stealing, extortion, etc.
Cyber-bullying (Appendix 1)	Using the many and varied forms of I.T. and social networks to denigrate, harass, exclude or stalk another person, etc.

Homophobic and Transgender	Name calling, spreading rumours, taunting, physical attacks, threats, etc.
Race, nationality, ethnicity and Travelling community membership	Discriminating, slagging etc. of a person with regard to their nationality, culture, social class, religious beliefs, ethnic or traveller background.
Sexual	Harassment, inappropriate sexual comments or touching, etc.
Special Education Needs, Disability	Name calling, taunting, mimicking or taking advantage of a person because of their disability or learning difficulties, etc.

### **A School-Wide Approach**

We adopt a school-wide approach to the issue of anti-bullying which involves:

- Fostering respect for all members of the school community.
- The promotion of the value of diversity to address issues of prejudice and stereotyping, and highlighting the unacceptability of bullying behaviour.
- The fostering and enhancing of the self-esteem of all our pupils through both curricular and extracurricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions, especially through our curricular approaches i.e. Walk Tall, RSE, Stay Safe etc.
- Whole staff professional development on bullying to ensure that all members of staff develop an awareness of what bullying is, how it impacts on pupils' lives, and the need to respond to it by way of prevention and intervention.
- Professional development with specific focus on the training of relevant personnel.
- Supervision and monitoring of classrooms, corridors, school grounds, school tours and extra-curricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers. Supervision will also apply to monitoring student use of communication technology within the school.
- Involvement of the students in contributing to a safe school environment, particularly through the implementation of our Playground Leadership.

- Encourage a culture of telling, with particular emphasis on the importance of bystanders. In this 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 in a responsible manner.
- Guidelines will be distributed to parents/guardians at the beginning of the school year (*What is Bullying?- Guidelines for Parents/Guardians -Appendix 2*).
- Inviting guest speakers who are experts in the field of anti-bullying/ cyberbullying to give presentations to both students and parents.
- Ensuring that pupils know who to tell and how to tell
  - Administer a confidential questionnaire to pupils at the beginning of the school year, and as deemed necessary (*Regular Class Survey-Appendix 3*)
- Speak to the teacher at an appropriate time
  - Hand note up to teacher
  - Make a phone call to the school or to a trusted teacher in the school.
  - Anti-bully or Niggle Box.

### **The School’s Programme of Support**

The school’s Programme of Support for working with pupils affected by bullying is as follows:

1. An anti-bullying campaign is implemented at the beginning of each school year. This consists of: **Raising Awareness, Interviewing and Repairing.**
2. A talk for parents of the incoming 2<sup>nd</sup> classes is given by the anti-bullying co-ordinator. This talk raises awareness of bullying and the way in which it is dealt with in our school.
3. The *Friends Programme* helps children develop resilience and positive life-coping skills in a ten-week module designed for 5<sup>th</sup> and 6<sup>th</sup> class
4. To develop positive self- worth through curricular and extracurricular activities e.g Green schools, social skills groups, art, gardening, cookery.
5. Developing pupil’s awareness of identity-based bullying through our SPHE programmes such as Walk Tall, RSE and Stay Safe. Particular account will also be taken of the important and unique role pupils with special educational needs have to play in our school.
6. Homework clubs
7. School Sport



8. Botvin Lifeskills Programme (4<sup>th</sup> -6<sup>th</sup> class)

9. Art Displays.

### **Awareness Training**

At the beginning of each school year we set aside a week during which pupils are made aware of:

- a) What bullying is;
- b) The effect that bullying has on the victim
- c) What we can do to bring about change i.e. Tell in a “No Shame, No Blame” environment.

### **Procedures for Investigating and Dealing with Bullying**

The primary aim in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame).

#### **‘Reform Not Blame’ is our Anti-Bullying Campaign’s Approach**

**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:**

All the pupils in each class are given a confidential questionnaire to establish if they have been bullied or if they are aware of any other boy who they believe is being bullied. (*Regular Class Survey- Appendix 3*).

Since the failure to report bullying can lead to a continuation or an escalation of bullying, the school and parents encourage children to disclose and discuss incidents of bullying behaviour. This can be with the class teacher, the teacher on yard duty at the time, SNAs, the principal or with parents. This is a “telling school” as defined in the Stay Safe Programme. Children will therefore be constantly reassured that their reports of bullying either of themselves or peers will be treated with sensitivity.

Pupils who are not directly involved can also provide very useful information in this way, and will be expected to assist the investigation.

Children should understand that there are no innocent bystanders if they remain passive where bullying is concerned—all bystanders *must* report bullying (*Appendix 4: Pupil Incident Observer Report*)

- A reported incident of bullying is noted by the relevant teacher (*Incident Report Form-Appendix 5*), who will then conduct an interview with the alleged offender (*Alleged Bullying Interview Sheet -Appendix 6*) and (*Bullying Behaviour Checklist –Appendix 7*)
- The boy is given an opportunity to change and to sign a promise to this effect (*Pupil Behaviour Promise-Appendix 8*). The child will be assured that for a first incident of alleged bullying, his parents will not be informed. This is in line with our *Reform Not Blame* policy approach.
- The situation will continue to be monitored to ensure that the problem has been resolved. **Actions taken will be recorded.** (*Action Taken in Response to Incident Report-Appendix 9*)
- Records will be reviewed and analysed by the anti-bullying co-ordinator/committee
- The *Code of Behaviour* will be invoked in circumstances where it is deemed prudent by the relevant teacher and school principal. Should the bully reoffend, especially against the same person, the principal will be notified and will decide when to involve the parents/guardians of the child.
- If a case remains unresolved the matter will be referred to the school's Board of Management. The Board will also be briefed in relation to the number, if any, of templates which have been completed (*Checklist for Annual Review of the Anti-Bullying Policy and its Implementation-Appendix 10*) Additionally, where parents/guardians are 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 Board of Management.
- Documentation compiled from all investigations will be kept on file by the anti-bullying co-ordinator (Ms. N. Martin).
- In the event that parents/ guardians have exhausted the school's complaints procedures and are still not satisfied, the school must advise the parents/guardians of their right to make a complaint to the Ombudsman for Children.

**Every effort will be made to ensure that all members of the school community understand this approach from the outset**

## Roles and Responsibilities

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

### **Anti-Bullying Committee:**

- **Mr. Bennet Kirwan** (*School Principal*);
- **Mr. Brendan Gillespie** (*Deputy Principal*).
- **Ms. Noirín Martin** (*Anti-Bullying Campaign Co-ordinator*)
- **Ms. Brenda Weir** (*Assistant Principal*)
  
- **Mr. Nóirín Martin**  
Responsibility for supporting teachers in relation to Social Personal Health Education (SPHE), Stay Safe and RSE programmes.
  
- **Yard Monitor: SNA Liaison**  
Special Needs Assistants (SNAs) will assist teachers in monitoring pupils and activities on yard.
  
- **All Teaching Staff, with the support of SNAs**  
All teaching staff, with the support of SNAs, will investigate and record incidents of bullying behaviour.
  
- **The Anti-Bullying Committee**  
This committee reviews the policy annually and monitors its implementation regularly, including the creation and implementation of annual Action Plans.

Note: The "relevant" teacher is normally the class teacher.

### **Policy Ratification and Availability:**

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 of Education and the school patron, if requested.

This revised policy was adopted by the Board of Management on:

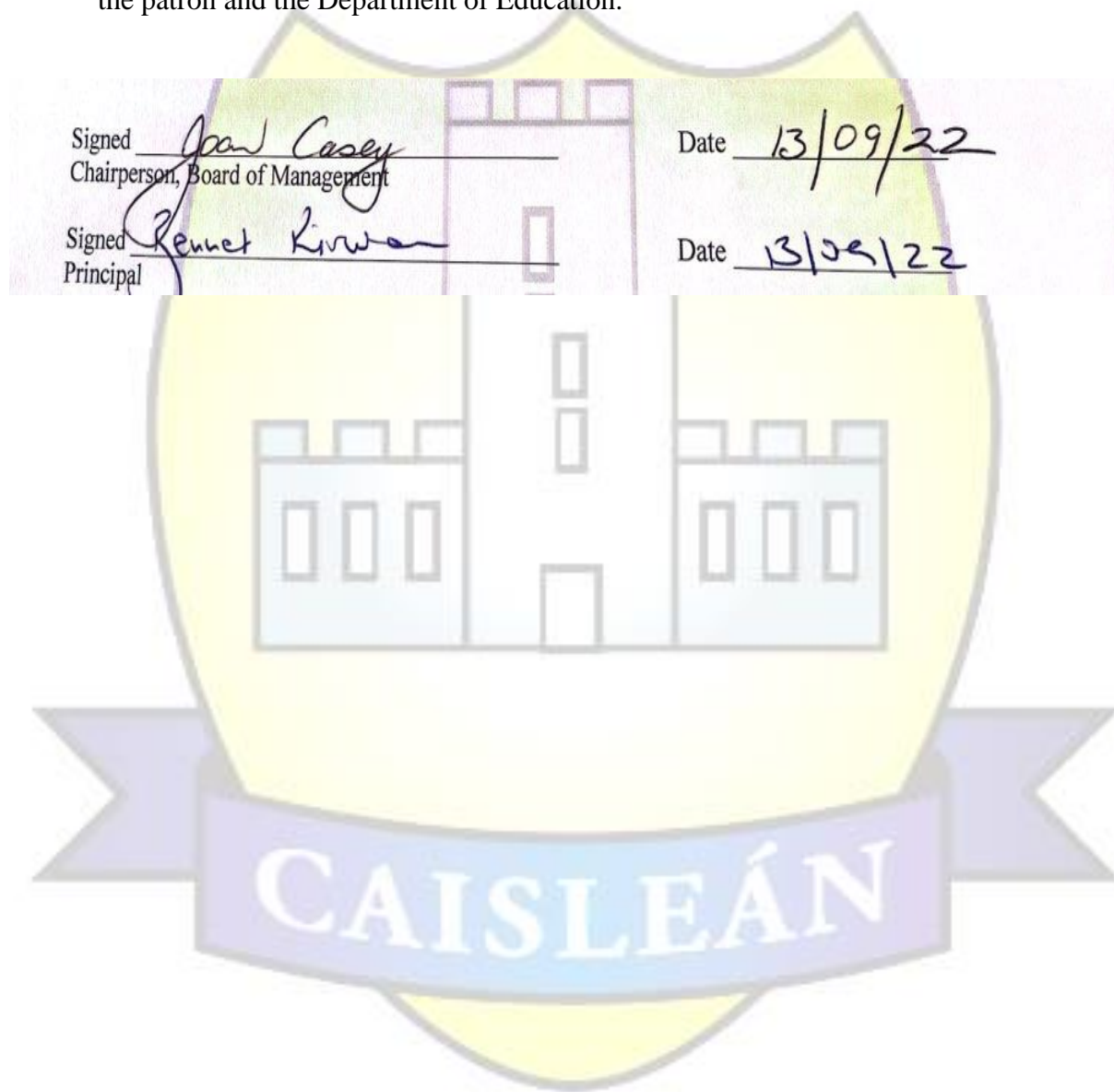
Date: \_\_\_\_\_

**Policy Review and Communication:**

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 of Education.



Signed Joan Casey  
Chairperson, Board of Management

Date 13/09/22

Signed Rennet Kirwan  
Principal

Date 13/09/22



## Appendices 1 - 12

### Appendix 1: Types of Behaviour Involved in Cyber Bullying

These guidelines provide assistance in identifying and describing the types of behaviour involved in cyber bullying. The means of cyber bullying are constantly changing, and the following list of types of bullying behaviour can be expanded in light of the experience of the school community:

#### **Types of Behaviour in Cyber Bullying...**

##### **1. Hate Sites**

- Encouraging other people to join the bullying by publishing someone's personal details or linking to their social network page.
- Abusive messages.
- Transmitting abusive and/or threatening messages.
- Chat rooms and discussion forums.
- Posting cruel and/or or abusive comments about someone.

##### **2. Mobile Phones**

- Sending humiliating and abusive video messages or photographic images messages.
- Making silent or abusive phone calls.
- Sending abusive text messages.
- Interactive gaming.
- Locking victims out of games.
- Spreading false rumours about someone.
- Hacking into someone's account.
- Sending viruses.
- Sending hacking programs to another person.
- Unauthorised interference with a computer device.

##### **3. Abusing Personal Information**

- Transmitting personal photos, videos emails.

Blogs Posting blogs where others could see them without the owner of the blog's permission

### Appendix 1a: Don't be mean behind your screen.

# Cyberbullying/Internet Safety Workshop

## Discussion points for parents

1. Talk to your child about the Internet, find out what they like to use it for and what games, phone apps and social networking platforms are their favourites.
2. Become comfortable using the computer yourself, if you're not sure, use Google to update your skills, try keep up-to-date with what your kids are doing online if at all possible
3. Discuss with your child how long they can spend on the computer – Set time limits
4. Apply ground rules for internet use, apply sanctions if the rules are broken and be consistent.
5. Keep the computer in an area where you can monitor its use. Never allow the child keep their device overnight in their bedroom.
6. If your child is putting you under pressure to get Apps or Games that are over their age limit, please *don't give in*, Set your values, and express your fears for them in an online world full of people that you just can't trust.
7. Explain to your child how they should never share information online, like their full name, telephone number, address etc
8. Encourage your child never to post or send videos or images of themselves to sites like YouTube
9. Explain to your child that people may not be who they say they are online and that everyone they come across on the Internet is not necessarily nice and their friend
10. Explain to them that they should never, ever arrange to meet up with someone they've only been in contact with online
11. Be approachable, your child should feel like they can come to you with issues or questions and that you won't be cross or fly off the handle
12. If your child is a target of Cyberbullying you will encourage them to Record the evidence, Report and Block the Bully and inform relevant authorities
13. If your child is a victim, never take away their device as in their eyes it appears like they are being punished for a situation they had no control over
14. Make sure to tell your child that this situation is not their fault and nobody has the right to be cruel, mean or nasty to them while they are online

*Discuss all of the above points with your child and between you, come up with a list of points on how your child can use the Internet safely and responsibly.*

**If you need help find us on Facebook:**

**'Don't be mean behind your screen'**

## Appendix 2: Guidelines for Parents/Guardians

### What is bullying?

*Bullying is hurtful behaviour that is deliberate in nature and repeated over time.*

- Parents are requested to co-operate with the school when requested to do so in relation to any occurrences of bullying behaviour.
- Look for unusual behaviour in your children. For example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their normal standard.
- Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, how lunch time was spent etc.
- If you feel your child may be a victim of bullying behaviour, inform the school. Your complaint will be taken seriously and your concern will be promptly and thoroughly investigated.
- It is important that you advise your child not to fight back. It can make matters worse.
- Children will be made aware of what bullying is, the damage that it causes and that we are a school that encourages telling in a "No Shame, No Blame" environment.
- Make sure your child is fully aware of the school policy concerning bullying and that he should not be afraid to ask for help.
- Regularly monitor and carefully supervise your son's use of information and communication technology. Pay particular attention to his messaging and social networking sites. Be aware of the need to oversee what is happening in your child's life on a daily basis.
- Parents and students are advised that it is illegal for a child under 13 to register with and use many social media networks, including *Facebook, Twitter, Instagram, and Snap Chat* etc.
- If your child receives a hurtful message on line he should tell you. Take a screen shot and block the sender.
- Children should **never** upload videos or photos of themselves to **Youtube**. Anyone can locate exactly their location using G.M.S.
- Please make your child aware that any negative comment about another posted on social media networks or online, is immediately regarded as bullying as it is available over time.
- **Cyberbullying is NOT 24/7; it's only 24/7 if a child is allowed access to their phone or the internet.** Don't let your own ignorance get in the way of common sense. A simple rule is: '**No phones after bedtime.**' Have a drawer in the kitchen that all phones are left in.
- Try turning off the WiFi when you are going to bed to make sure there are no 3am online arguments.

## Appendix 3: Regular Class Survey

# Class Bullying Survey \_\_\_\_\_ Class

- I know that bullying is being mean to someone over and over again.
- I know bullying is hurtful, repeated and on purpose.
- I know that if I see somebody bullying others I should tell a teacher.
- I know that if somebody bullies others but then signs a promise to stop and keeps that promise, then they will not be punished.

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Do you know any boys that are bullying others? (Boys that are being mean to another boy, on purpose, over and over again?)

\_\_\_\_\_

What are the names of the boys who are bullying others?

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

Who are they Bullying? (Who are they being mean to, on purpose, over and over again?)

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

Does this involve . . .

Calling them names:  Making fun of them  Going at their stuff

Not letting them join in  Being Mean online  Hitting or Kicking

Please Explain

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

Are you ever mean to anybody in school?

\_\_\_\_\_

Who are you mean to?

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

**Appendix 4: Pupil Incident Observer Report**

***Pupil Incident Observer Report***

Name (Block Letters): \_\_\_\_\_ Class/Year: \_\_\_\_\_

***A. and B. to be completed by Teacher/Anti-Bullying Coordinator***

A. Incident Location: \_\_\_\_\_

B. Day: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

-----  
***C. and D. to be completed by pupil named above***

C. Others who were there: \_\_\_\_\_  
\_\_\_\_\_

D. Details of exactly what happened: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**This is all I saw.**

Name: \_\_\_\_\_

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



**Appendix 5: Joining- In Promise**

**"Joining-In" Promise**

Your Name: \_\_\_\_\_ Class: \_\_\_\_\_

It is now clear that in this class group there has been some bullying of at least one pupil,  
\_\_\_\_\_.

What was happening was

\_\_\_\_\_

\_\_\_\_\_

This was really very unfair. How would you feel if it were happening to you?

It is also clear that many pupils knew it was going on, with some pupils starting it and other pupils joining in or laughing. It is hard to believe that you did not know this was happening.

**However, we are not trying to blame or punish people. We only want to know that if you ever did this or joined in or laughed along you will not do so any more. We want the bullying to stop completely, with no punishment for anyone who did it and without having to tell either the Principal or parents so we are now asking you to indicate clearly the following and then complete the promise below:**

Did you ever **join in with** the bullying of this pupil? Often   
Sometimes   
Never

Did you ever **start** the bullying of this pupil? Often   
Sometimes   
Never

Do you promise that you will never start this in future and that if someone else does so you will make sure not to join in or laugh along (Yes/No)?

I know that it is not fair and breaks the School Rules to bully another pupil either on my own or as part of a group.

The information I have given above is true.

Name: \_\_\_\_\_ Date: \_\_\_/\_\_\_/\_\_\_

**Appendix 6: Incident Report Form**

**Drimnagh Castle Primary  
Anti-Bullying Campaign**

***INCIDENT REPORT FORM***

Source of Report: Parent \_\_\_\_\_ Pupil \_\_\_\_\_ Staff-Member \_\_\_\_\_ Survey \_\_\_\_\_ Other \_\_\_\_\_

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

Name of Reporting Person (if applicable):

If Staff Member: \_\_\_\_\_

If Pupil: \_\_\_\_\_ Class: \_\_\_\_\_

**If someone other than a Staff Member or Pupil:**

Name of Reporting Person: \_\_\_\_\_ Phone: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

***Details of Alleged Incident:***

Location of incident: \_\_\_\_\_

Time: \_\_\_\_\_ Day: \_\_\_\_\_ Date: \_\_\_\_\_

Possible Targeted Pupil(s): \_\_\_\_\_ Class/Group: \_\_\_\_\_

Possible Perpetrator(s): \_\_\_\_\_ Class/Group: \_\_\_\_\_

\_\_\_\_\_ Class/Group: \_\_\_\_\_

Others who were there: \_\_\_\_\_  
\_\_\_\_\_

Initial Details of Incident: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Action taken will be outlined on reverse

Appendix 7: Alleged Bullying Interview Sheet

**Drimnagh Castle Primary  
Anti-Bullying Campaign**

***Alleged Bullying Interview Sheet***

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

Team Member(s): \_\_\_\_\_ Time: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Interview with: \_\_\_\_\_ Class: \_\_\_\_\_ Due to Report/Survey (R/S): \_\_\_\_\_

1. Do you know that if people are mean to someone over and over again, calling them names, hitting them, upsetting them or annoying them, this is what we call bullying (Y / N)? \_\_\_\_\_
2. We want all our pupils to be happy in school, including you. If some pupils were being mean to you we would try to get them to stop. Nobody should be mean to you. Do you understand this? \_\_\_\_
3. We did a survey about bullying and we are now worried that a pupil in your class is being bullied. Are you surprised (Y / N)? \_\_\_\_\_ Explain: \_\_\_\_\_
4. Who do you think might be getting bullied in your class? \_\_\_\_\_ (Probe)
5. The pupil is: \_\_\_\_\_
6. The survey shows that pupils in your class think you have been bullying her/him a bit. What have you been doing that might make them think this? \_\_\_\_\_ (Probe)
7. I now want to ask you a lot of questions to find out what else might have been happening. If you tell the truth when you answer these questions I will know that, if it is bullying and if you promise to stop, I can believe you. We already know some things you may have done but we need to know the whole story. Are you ready to truthfully answer a lot of questions (Y / N)? \_\_\_\_\_

(Use the checklist overleaf, then return to complete the section below).

P.T.O. →

- 
8. Why have you been treating her/him this way? \_\_\_\_\_ (Probe)
  9. Have you ever been bullied? (Y / N) \_\_\_\_\_ If 'Yes,' how did it feel? \_\_\_\_\_ (Probe)
  10. Imagine your Mother being treated this way by big people at her work. How do you think she would feel? \_\_\_\_\_ (Probe)
  11. If you knew she was treated this way how would you feel? \_\_\_\_\_ (Probe)
  12. Now, can you understand how unfair it is to treat someone like this (Y / N)? \_\_\_\_\_
  13. Did you know that bullying breaks our school rules (Y / N)? \_\_\_\_\_
  14. We do not want to tell the Principal (depending on seriousness you may add "or the Board of Management" or "or even the Gardaí") about this. We need to know that you know how serious it is and we need to know for sure that it will not happen again. Can you promise this (Y / N)? \_\_\_\_\_

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

-----  
To be completed by team member later:

Parent signature required (Y/N)? \_\_\_\_\_

Promise signed (Y/N)? \_\_\_\_\_

Returned with parent signature (Y/N)? \_\_\_\_\_

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

## Appendix 8: Bullying Behaviour Checklist

### **Bullying Behaviour Checklist**

Please use the letter "Y" for "yes," or "sometimes" or even for "once."

Pupil Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_/\_\_\_/\_\_\_

When you are with (N): \_\_\_\_\_ have you ever . . .

Verbal: Called (N) names? \_\_\_\_  
 Said things to make (N) feel bad? \_\_\_\_\_  
 Said (N) is "thick"? \_\_\_\_\_  
 Said nasty things (N) heard? \_\_\_\_\_  
 Teased (N) (Toilets/Dressing Room)? \_\_\_\_  
 Teased (N) about appearance? \_\_\_\_\_  
 Said (N) is "a swat"? \_\_\_\_\_  
 Said nasty things about (N)'s parent (e.g. mother) or family? \_\_\_\_\_  
 Said bad things or made fun of (N) re. Skin Colour? \_\_\_\_\_

Religion? \_\_\_\_\_  
 Nationality? \_\_\_\_\_  
 Home Background? \_\_\_\_\_  
 A disability (special needs)? \_\_\_\_\_

Written: Written nasty notes about (N)? \_\_\_\_\_  
 Written graffiti about (N)? \_\_\_\_\_  
 Sent text messages about (N)? \_\_\_\_\_  
 Put nasty things about (N) on the Internet? \_\_\_\_\_

Sent an embarrassing phone message about (N)? \_\_\_\_\_

Property: "Borrowed" (N)'s stuff without (N)'s permission? \_\_\_\_\_  
 Hid (N)'s stuff? \_\_\_\_\_  
 Stole (N)'s stuff? \_\_\_\_\_  
 Damaged (N)'s stuff? \_\_\_\_\_ "Went at" (N)'s stuff? \_\_\_\_\_  
 Tried to get money from (N)? \_\_\_\_\_

Discrimination: Treated (N) badly because (N) seems "different"? \_\_\_\_\_  
 Treated (N) badly because you think he is "not like us?" \_\_\_\_\_

Social: Laughed at (N), with others, knowing that (N) could hear you? \_\_\_\_\_  
 Pretended (N) wasn't there? \_\_\_\_\_  
 Given (N) a "dirty" or disgusted look? \_\_\_\_  
 Left (N) out of games? \_\_\_\_\_  
 Left (N) alone on bus, in yard etc? \_\_\_\_\_  
 Tried to cause trouble between (N) and (N)'s friends? \_\_\_\_\_  
 Made fun of (N) in front of others? \_\_\_\_\_  
 Stared at (N) as a group? \_\_\_\_\_  
 Said (N) said things he did not say? \_\_\_\_\_  
 Spread rumours about (N)? \_\_\_\_\_

Intimidation: Given (N) an angry stare? \_\_\_\_\_  
 Given (N) a disgusted look? \_\_\_\_  
 Tried to make (N) angry? \_\_\_\_\_  
 Threatened (N)? \_\_\_\_\_  
 Ganged up on (N)? \_\_\_\_\_  
 Followed (N) around? \_\_\_\_\_  
 Sent (N) a threatening text? \_\_\_\_\_  
 Forced (N) to do something (N) did not want to do? \_\_\_\_\_

Physical: Thrown objects at (N)? \_\_\_\_\_  
 Pulled (N)'s hair? \_\_\_\_\_  
 Stuck a pencil/pen in (N)? \_\_\_\_\_  
 Pushed (N)? \_\_\_\_\_  
 Punched (N)? \_\_\_\_\_  
 Kicked (N)? \_\_\_\_\_  
 Hit (N)? \_\_\_\_\_  
 Pinched (N)? \_\_\_\_\_  
 Splashed/Wet (N)? \_\_\_\_\_  
 Tripped (N)? \_\_\_\_\_  
 Spat at (N)? \_\_\_\_\_  
 "Head-locked" (N)? \_\_\_\_\_  
 Grabbed at (N)'s private parts? \_\_\_\_

Any other details or comments:

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

Return to main interview sheet overleaf and complete it now! **P.T.O.** →

**Appendix 9: Pupil Behaviour Promise**

***Pupil Behaviour Promise***

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

I know that all of my fellow pupils are different from each other and from me in many ways. *(These might include hair colour, skin colour, what we wear, height, weight, size, accent, religion, nationality, where we live or have lived, whether we are loud or quiet, bad at learning, good at sports etc).* I would not like to be treated unfairly and made to feel bad by any of my fellow-pupils because of any of these differences or just because they did not like me. I know that I have a right to be different from other pupils and that this does not give anyone the right to treat me unfairly or to be mean to me. I know I should be treated fairly, equally and respectfully in school because of the school's Code of Behaviour. I know I should be treated fairly, equally and respectfully outside of school too.

I also know that all other pupils should be treated fairly, equally and respectfully. It is wrong to treat anyone any other way. I therefore promise that in future I will treat all my fellow-pupils fairly, equally and respectfully despite our differences and whether I like them or not.

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

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**Name:** Pupil: \_\_\_\_\_

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

Teacher: \_\_\_\_\_

Parent or Guardian: \_\_\_\_\_





## Appendix 11: 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 are sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day to day work?	
Has the Board ensured that the policy has been adequately communicated to all pupils?	
Has the policy documented the prevention and education strategies that the school applies?	
Have all of the prevention and education strategies been implemented?	
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	
Has the Board received and minuted the periodic summary reports of the Principal?	
Has the Board discussed how well the school is handling all reports of bullying including those addressed at an early stage and not therefore included in the Principal's periodic report to the Board?	
Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	
Has the data available from cases reported to the Principal (by the bullying recording template) been analysed to identify any issues, trends or patterns in bullying behaviour?	
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	
Has the Board put in place an action plan to address any areas for improvement?	

Signed Jean Casey Date 13/09/22  
 Chairperson, Board of Management

Signed Rennet Kirwan Date 13/09/22  
 Principal

**Appendix 12: 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 4** of the Department’s *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

Signed <u>Jean Casey</u> Chairperson, Board of Management	Date <u>13/09/22</u>
Signed <u>Rennet Kirwan</u> Principal	Date <u>13/09/22</u>

