

CARNAROSS NATIONAL SCHOOL

ANTI-BULLYING POLICY

May 2017

Introduction:

The Carnaross National School thanks you for reading this very important policy. We want to prevent and tackle bullying behaviour. We encourage everyone to become very familiar with this policy.

To make it easier for you to quickly read this policy, the Contents includes links to whatever part you are most interested in.

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1. **Full Compliance**

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 Carnaross 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. **Key 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 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;
- 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 including, in particular, homophobic and transphobic 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)
- On-going evaluation of the effectiveness of the anti-bullying policy.

3. **The 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, extortion, isolation, and persistent name calling,
- 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 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 our school's code of behaviour.

Additional information on different types of bullying is set out in Section 2 of the Anti-Bullying Procedures for Primary and Post-Primary Schools.

This policy applies to activities and events that take place:

- During school time (including break times)
- School tours/trips
- Extra-curricular activities

Carnaross National School NS reserves the right to take action against bullying perpetrated outside the school which spills over into the school.

Additional information on different types of bullying is set out in Section 2 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

The list of examples below is non exhaustive.

Examples of bullying behaviours

<p>General behaviours which apply to all types of bullying</p>	<ul style="list-style-type: none"> • Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc. • Physical aggression • Damage to property • Name calling • Slagging • The production, display or circulation of written words, pictures or other materials aimed at intimidating another person • Offensive graffiti • Extortion • Intimidation • Insulting or offensive gestures • The “look” • Invasion of personal space • A combination of any of the types listed.
<p>Cyber</p>	<ul style="list-style-type: none"> • Denigration: Spreading rumours, lies or gossip to hurt a person’s reputation • Harassment: Continually sending vicious, mean or disturbing messages to an individual • Impersonation: Posting offensive or aggressive messages under another person’s name • Flaming: Using inflammatory or vulgar words to provoke an online fight • Trickery: Fooling someone into sharing personal information which you then post online • Outing: Posting or sharing confidential or compromising information or images • Exclusion: Purposefully excluding someone from an online group • Cyber stalking: Ongoing harassment and denigration that causes a person considerable fear for his/her safety • Silent telephone/mobile phone call • Abusive telephone/mobile phone calls

	<ul style="list-style-type: none"> •Abusive text messages •Abusive email •Abusive communication on social networks e.g. Facebook/Ask.fm/ Twitter/You Tube or on games consoles •Abusive website comments/Blogs/Pictures •Abusive posts on any form of communication technology
<p>Identity Based Behaviours Including any of the nine discriminatory grounds mentioned in Equality Legislation (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).</p>	
Homophobic and Transgender	<ul style="list-style-type: none"> •Spreading rumours about a person’s sexual orientation •Taunting a person of a different sexual orientation •Name calling e.g. Gay, queer, lesbian...used in a derogatory manner •Physical intimidation or attacks •Threats
Race, nationality, ethnic background and membership of the Traveller community	<ul style="list-style-type: none"> •Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background •Exclusion on the basis of any of the above
Relational	<p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"> •Malicious gossip •Isolation & exclusion •Ignoring •Excluding from the group •Taking someone’s friends away •Spreading rumours •Breaking confidence •Talking loud enough so that the victim can hear •The “look” •Use or terminology such as ‘nerd’ in a derogatory way
Sexual	<ul style="list-style-type: none"> •Unwelcome or inappropriate sexual comments or touching •Harassment
Special Educational Needs, Disability	<ul style="list-style-type: none"> • Name calling • Taunting others because of their disability or learning needs • Taking advantage of some pupils’ vulnerabilities and limited capacity to recognise and defend themselves against bullying • Taking advantage of some pupils’ vulnerabilities and limited capacity to understand social situations and social cues. • Mimicking a person’s disability • Setting others up for ridicule

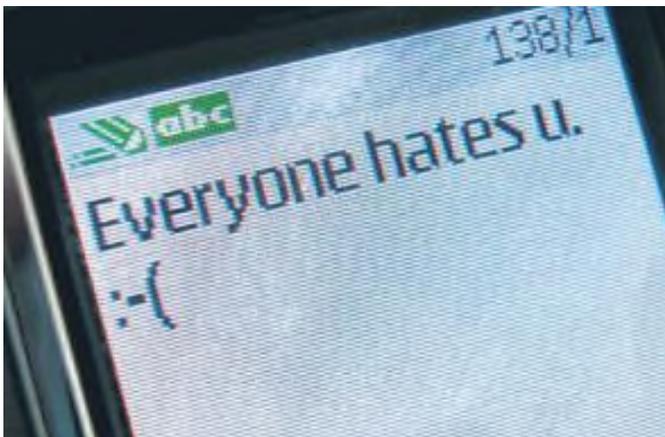
8. Cyber Bullying

Cyber bullying includes all of the above but is not limited to communicating via electronic means with the objective of causing hurt, fear, embarrassment, humiliation, alarm and/or distress to one or more persons. Sergeant Kerins will be invited in on an annual basis to discuss same.

Cyber bullying includes the use of mobile phones and the internet with the objective of upsetting someone.

Key Measures re Cyber Bullying

- The Anti-Bullying Coordinator will act as a Cyber-Safety Officer to oversee the practices and procedures outlined in this policy and monitor their effectiveness. Mobile phones are not permitted for use by pupils during school time.
- Staff will be trained to identify signs of cyber bullying and will be helped to keep informed about the technologies that children commonly use.
- Advice will be communicated to help students protect themselves from being involved in bullying (as perpetrator or as victim) and to advise them on reporting any incidents.



- Students will be informed about cyber bullying in the course of their education at the school.
- Gardaí will continue to visit the school once a year to talk about cyber bullying.
- Teachers will dedicate a standalone lesson to deal with the issue of cyber bullying.
- Parents will on an annual basis be invited to a talk on bullying to include cyber bullying.
- Students and staff are expected to comply with the school's policy on the use of computers in the School. (Acceptable user policy)
- Parents will be provided with information and advice on cyber bullying.
- 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, Instagram, and SnapChat.

- Carnaross National School NS endeavours to block access to inappropriate web sites, using firewalls, antivirus protection and filtering systems and no pupil is allowed to work on the Internet in the Computer Room, or any other location within the school which may from time to time be used for such work, without a member of staff present.

4. **Who Is Responsible For Doing What**

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

Anti-Bullying Coordinators:

- **Brid McGowan** (*School Principal*)
- **Dervilla Finnegan** (*Deputy Principal*)

Those Responsible For Implementing This Policy:

- **Brid McGowan and Dervilla Finnegan** - Responsibility for links with parents and dispersal of relevant information and supports.
- **Helen Sherlock and Elizabeth Moloney**
Responsibility for supporting teachers in relation to Social Personal Health Education (SPHE), Stay Safe and RSE programmes.
- **Brid McGowan and Dervilla Finnegan**
Responsibility for supporting teachers in relation to restorative practice and offenders and promotion of initiatives like circle time. Brid McGowan will support victims and offenders.
- **Yard Monitor: SNA Liaison**
Special Needs Assistants (Philomena Davis and Charlotte Brady) 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.
As of May 2016 its members are Bríd McGowan, Dervilla Finnegan, Elizabeth Moloney, Helen Sherlock

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

5. **Our Education and Prevention Strategies**

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:

The school hosted a seminar for all staff by the national anti bullying coordinator of the Ann Walsh HSE on 2008.

The concept of [the ten Shield Statements as formulated by the ISPCC](#) was introduced. The following action plan resulted:

Carnaross National School (Date)

ANTI BULLYING POLICY – Review

Department of Education and Science Initiatives

- (1) Task force on bullying report to Minister Jan 2013
- (2) New guidelines issued by DES in Sept 2013
- (3) DES advise that new policy must be in place by Easter 2014

Carnaross National School NS Action Plan

1. Revise old policy created in 2009 – Reviewed 2014 Policy in May 2017
2. Staff meeting reviewed Shield statements and decided to put in pupil survey February 2014 Reviewed 2014 Policy in May 2017. Shield to be put on display at entrance stating “Bully Free Zone”.
3. Post Holders review new DES template & set questions for pupil survey 6th February 2014 - Reviewed 2014 Policy in May 2017.
4. Parents Association review template & proposed pupil survey 10th February 2014 - Reviewed 2014 Policy in May 2017
5. ISPCC representative Rita Lucnikovaite spoke with the children on 19th March 2014 in relation to implementation of The Shield Statements.
6. BOM review template and set timescale for completion of process 31st March 2014 - Reviewed 2014 Policy in May 2017
7. Discipline committee review all documentation and plan work for staff meeting 24th March 2014 – On going.
8. Pupils continually invited by teachers to give two strategies the school can implement to deal with bullying behaviour. (March 2014) - May 2017

9. Staff meeting date 10th March 2014 - Review of Pupil survey results; Review and simplification of 10 Shield Statements. Shield Statements are discussed and taught to pupils regularly. Reviewed 2014 Policy in May 2017
10. Examination of DES reporting template for teachers.
11. Anti-Bullying Committee Meeting Preparation of draft policy 3rd March 2014 to implementation of The Shield Statements. Reviewed 2014 Policy in May 2017
12. Persons are invited to speak to pupils to “Overcoming Bullying” including cyber bullying annually.
13. Sergeant Dean Kerins gave a talk on Cyber Bullying to pupils of 4th class upwards on Monday 9th December 2013 and Friday 21st March 2014 and presented each pupil with their Shield Badge. May 2017 Shield Statement put in homework journal – discontinued badges.
14. Anti-Bullying Committee Meeting Date 20th March 2014. (Regularly)
15. Parents Association review draft policy 24th March 2014. Reviewed 2014 Policy in June 2017
16. Staff meeting Date – staff reviewed the draft policy 24th March 2014. New Policy put in place in September 2017.
17. The Anti-Bullying Committee reviewed the recommendations made by staff at the staff meeting of 24th March 2014 – September 2017
18. Parents Association vote their approval of final draft: 31st March 2014 – Reviewed May 2017
19. BOM approves final draft 31st March 2014 - Reviewed 2014 Policy in May 2017
20. Policy posted on school website: 1st April, 2014
21. Shield Statements posted around school – to be discussed at assembly at least once a term
22. Shield Statements and anti-bullying policy to be included in new school journal 2014/2015. - Reviewed 2014 Policy in May 2017

Our Child-Friendly Version of the ISPCC Shield Statements

1. Bullying can happen, anywhere.
2. We at Carnaross National School have thought about this. We have a plan to limit and stop bullying. Our plan is on our website.
3. We do what we say in our plan. We work together to stop bullying. We make a record of bullying events. Every now and again we try to improve our plan.
4. Carnaross National School's students, parents, staff, and community shared ideas to create the plan, and will keep talking together to make sure the plan works.
5. We at Carnaross National School love and appreciate that we're all different and equal.
6. We all – staff and students – keep our eyes and ears open for bullying and we take action to stop it.
7. We all – staff and students – keep learning how best to respond to bullying. We must keep trying to improve.
8. In class we talk about bullying with the whole class at least once a term. We also learn about how to deal with situations through SPHE. We look for the good in everyone. We aim to build each other up and never knock anyone down.
9. Any child at Carnaross National School can talk to a trusted adult at Carnaross National School about their feelings and worries. Adults will listen to and support every child.
10. All children including bystanders can report any bullying behaviour to any adult at Carnaross National School.



Note: These Shield statements are taught to all pupils. They are discussed at assembly once a term. They are published in the school journal each year and pupils and parents must sign off on them. They will be displayed on posters throughout the school.

6. **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);

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 class/supervising teacher.
- Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs), caretakers, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the class/supervising teacher;

Investigating and dealing with incidents:

- In investigating and dealing with bullying, the class/supervising teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved;
- Parent(s)/guardian(s) and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible;
- Teachers should take a calm, unemotional problem-solving approach.
- Where possible incidents should be investigated outside the classroom situation to ensure the privacy of all involved;
- All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way;
- When analysing incidents of bullying behaviour, the class/supervising teacher 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 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 class/supervising teacher that bullying behaviour has occurred, the parent(s)/guardian(s) of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken. 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 class/supervising teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to him/her how he/she is in breach of the school's anti-bullying policy and efforts should be made to try to get him/her to see the situation from the perspective of the pupil being bullied;
- It must also be made clear to all involved (each set of pupils and parent(s)/guardian(s)) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parent(s)/guardian(s) and the school

Follow up and recording

- In determining whether a bullying case has been adequately and appropriately addressed the class/supervising teacher must, as part of his/her professional judgement, take the following factors into account:
 - Whether the bullying behaviour has ceased;
 - Whether any issues between the parties have been resolved as far as is practicable;
 - Whether the relationships between the parties have been restored as far as is practicable;
 - Any feedback received from the parties involved, their parent(s)/guardian(s) or the school Principal or Deputy Principal
- Follow-up meetings with the relevant parties involved should be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable.
- Where a parent(s)/guardian(s) is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent(s)/guardian(s) must be referred, as appropriate, to the school's complaints procedures.
- In the event that a parent(s)/guardian(s) has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parent(s)/guardian(s) of their right to make a complaint to the Ombudsman for Children.

Recording of bullying behaviour

It is imperative that all recording of bullying incidents must be done in an objective and factual manner.

The school's procedures for noting and reporting bullying behaviour are as follows:

Informal- pre-determination that bullying has occurred

- All staff must keep a written record of any incidents witnessed by them or notified to them. These records are to be kept in the office in a folder. All incidents must be reported to the class/supervising teacher.
- While all reports, including anonymous reports of bullying must be investigated and dealt with by the class/supervising teacher, this teacher must keep a written record of the reports, (see school template) the actions taken and any discussions with those involved regarding same
- The class/supervising teacher must inform the principal of all incidents being investigated.

Formal Stage 1-determination that bullying has occurred

- If it is established by the class/supervising teacher that bullying has occurred, that 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.
Pupils will be informed that they have six days to correct behaviour before parents will be involved. If after six days the behaviour continues the parents will be notified. They will be informed that if after a further two weeks (which will be 20 days in total from the date of the first incident) that if the issue is still ongoing it will be recorded on the DES template.
- The school office will collect such records at the end of the school year for storage in a ring-binder folder. Such notes may be needed during subsequent years.

Formal Stage 2-Appendix 3 (From DES Procedures)

The class/supervising teacher must use the recording template at **Appendix 1** 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 After the 20 days where it is determined as part of the anti-bullying policy that the behaviour constitutes bullying behaviour it will be recorded and reported immediately to the Principal or Deputy Principal. The DES Template at Appendix 1 will be used to record the bullying behaviour. When a very serious incident occurs parents will be contacted immediately and the issue recorded on the DES Template.

(b) When the recording template is used, it must be retained by the investigating teacher and a copy maintained by the principal. These will be kept in locked filing cabinets.

Established intervention strategies

- Teacher interviews all pupils (see
- Negotiating agreements between pupils and following these up by monitoring progress. This can be on an informal basis or implemented through a more structured mediation process
- Working with parent(s)/guardian(s) to support school interventions
- No Blame Approach
- Circle Time
- Restorative interviews

Reference is made to the following intervention strategies:

[www.bullyingawarenessweek.org/pdf/BullyingPreventionStrategiesinSchools Ken Rigby.pdf](http://www.bullyingawarenessweek.org/pdf/BullyingPreventionStrategiesinSchoolsKenRigby.pdf)

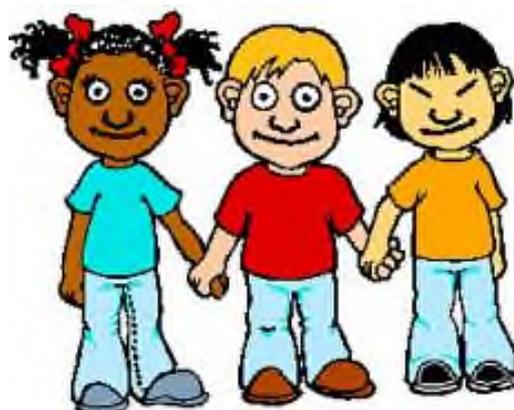
- The traditional disciplinary approach
- Strengthening the victim
- Mediation
- Restorative Practice

Such strategies will be used by the school where relevant in the context of the primary school.

7. The School's Programme of Support

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

1. Teaching the Shield Statements.
2. Circle time.
3. Restorative practice.
4. Our support teacher will facilitate one-to-one self-esteem building activities. Work with small groups will also be facilitated.
5. Maura Waters SPHE Facilitator will also play a role with such programmes as "Anti-Bullying Behaviour" during Friendship Week.
6. Through the means of curricular and extracurricular activities to develop positive self worth.
7. Developing pupil's awareness of identity-based bullying and in particular trans-phobic bullying, i.e. the "Growing Up" lesson in SPHE. Particular account will also be taken of the important and unique role pupils with Special Educational Needs have to play in our school.
8. Choir and concerts.
9. Football training and matches.
10. Green schools and student council.
11. The Art Displays.



12. Science Fairs.
13. Health Promoting Week/Friendship
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.
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 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 the 30th day of May 2016.
11. Once adopted by the Board, the policy will be 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 every school year, generally around springtime. 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 to the Department.

Signed *Tommy Sheridan*
(Chairperson of Board of Management)

Signed *Brid McGowan*
(Principal)

Date: 30th May 2016

Date of next Review: May 2017
Date of next review : May 2020

This policy and its implementation was reviewed and ratified by the Board of Management on the 8th of May 2017.

Signed *Tommy Sheridan*
Chairperson Board of Management

Appendix (1): Template for Recording Bullying Behaviour

1. Name of pupil being bullied and class group

Name: _____ Class: _____

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

3. Source of bullying concern/report

Tick Relevant Box(es)

Pupil Concerned	
Other Pupil	
Parent	
Teacher	
Other	

4. Location of incidents

(Tick relevant box)(es)

Playground	
Classroom	
Corridor	
Toilets	
School Bus	
Other	

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

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

Physical Aggression		Cyber bullying	
Damage to property		Intimidation	
Isolation / Exclusion		Malicious Gossip	
Name Calling		Other (Specify)	

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

Homophobic	Disability /SEN related	Racist	Membership of Traveller community	Other (Specify)

8. Brief Description of bullying behaviour and its impact

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9. Details of action taken

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Signed: _____ (Relevant Teacher) Date: _____

Date Submitted to Principal/ Deputy Principal: _____

Carnaross National School

Template for Recording Initial Incidents of Reported 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	<input type="checkbox"/>
Other Pupil	<input type="checkbox"/>
Parent	<input type="checkbox"/>
Teacher	<input type="checkbox"/>
Other	<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"/>
School Bus	<input type="checkbox"/>
Other	<input type="checkbox"/>

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

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

Physical Aggression	<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

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9. Details of action taken

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Signed: _____ (Relevant Teacher) Date: _____

Date Submitted to Principal/ Deputy Principal: _____

Appendix (2): How You Can Support Your Child

(A) Support Re Cyber Bullying

(B) Support Re Other Types of Bullying

(A) Support Re Cyber Bullying

We endorse the advice given from the Irish ['Sticks and Stones'](#) Anti-Bullying Programme. A representative, Patricia Kennedy, wrote the following words in the Irish Daily Mail on October 31, 2012:

"Cyber bullying 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. The anti-bullying initiative I represent, Sticks and Stones, work with children from all backgrounds, from designated disadvantaged schools to fee-paying schools, and **we are constantly surprised at the level of innocence that most children have in relation to the 'friends' they make online.**

They don't think there are any dangers involved in chatting with strangers online, and they don't think there are any repercussions involved for them regarding what they post.

... In our anti-bullying workshops, children tell us one of the reasons they don't 'tell' about bullying is that parents 'overreact'. Don't be that parent.

If your child tells you that they are being bullied — don't lose your temper; above all don't threaten to take their phone or internet access away — you're just guaranteeing they'll never tell you anything again.

Remain calm and ask questions — who, what, why, where, when. Get the facts, write it down, keep the text/phone messages or take a screen shot from the computer so you are informed when you approach the school, internet or phone provider, or gardaí.

Talk to your children; let them know they can talk to you; keep the channels of communication open."

And we endorse the advice given by the USA's Federal Department of Health:

“Be Aware of What Your Kids are Doing Online

Talk with your kids about cyber bullying and other online issues regularly.

Know the sites your kids visit and their online activities. Ask where they're going, what they're doing, and who they're doing it with.

Tell your kids that as a responsible parent you may review their online communications if you think there is reason for concern. Installing parental control filtering software or monitoring programs are one option for monitoring your child's online behaviour, but do not rely solely on these tools.

Have a sense of what they do online and in texts. Learn about the sites they like. Try out the devices they use.

Ask for their passwords, but tell them you'll only use them in case of emergency.

Ask to “friend” or “follow” your kids on social media sites or ask another trusted adult to do so.

Encourage your kids to tell you immediately if they, or someone they know, is being cyber bullied. Explain that you will not take away their computers or mobile phones if they confide in you about a problem they are having.

Establish Rules about Technology Use

Establish rules about appropriate use of computers, mobile phones, and other technology. For example, be clear about what sites they can visit and what they are permitted to do when they're online. Show them how to be safe online.

Help them be smart about what they post or say. Tell them not to share anything that could hurt or embarrass themselves or others. Once something is posted, it is out of their control whether someone else will forward it.

Encourage kids to think about who they want to see the information and pictures they post online. Should complete strangers see it? Real friends only? Friends of friends? Think about how people who aren't friends could use it.

Tell kids to keep their passwords safe and not share them with friends. Sharing passwords can compromise their control over their online identities and activities.”

We encourage you to also look at [links for parents on our school website on the Cyber Bullying page](#).

(B) Support Re Other Types of Bullying

Teaching a child to say “NO” in a good assertive tone of voice will help deal with many situations. A child’s self image and body language may send out messages to potential bullies.

Parents should approach their child’s teacher by appointment if the bullying is school related. It is important for you to understand that bullying in school can be difficult for teachers to detect because of the large numbers of children involved. Teachers will appreciate bullying being brought to light. School bullying requires that parents and teachers work together for a resolution.

Sometimes parental advice to a child is to “hit back” at the bully if the abuse is physical. This is not always realistic as it requires a huge amount of courage and indeed sometimes makes the situation worse.

Children should not be encouraged to engage in violent behaviour. Teaching children to be more assertive and to tell is far more positive and effective.

It is important to be realistic; it will not be possible for a single child to assert his/her rights if attacked by a group. Children should be advised to get away and tell in situations such as this.

Keep an account of incidents to help you assess how serious the problem is. Many children with a little help overcome this problem very quickly.

What If Your Child Is Bullying?

1. Don’t panic. This may be a temporary response to something else in the child’s life e.g. a new baby, a death in the family, a difficult home problem etc. Give your child an opportunity to talk about anything that could be upsetting him/her.
2. Don’t punish bullying by being a bully yourself. Hitting and verbal attack will make the situation worse. Talk to your child and try to find out if there is a problem. Explain how the victim felt. Try to get the child to understand the victim’s point of view. This would need to be done over time.
3. Bullies often suffer low self esteem. Use every opportunity you can to praise good, considerate, helpful behaviour. Don’t only look for negatives.
4. Talk to your child’s teacher and find out more about your child’s school behaviour. Enlist the teacher’s help in dealing with this. It is important that you both take the same approach.
5. If the situation is serious you may need to ask the school or G.P. to refer your child to the child guidance clinic for help.

APPENDIX (3): 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 4 Interview Questions:

Interviewer: _____

Interviewee: _____

- 1. Who has been bullying you?**

- 2. How long has this been going on?**

- 3. How many times has this happened**

- 4. Has anyone else seen this happen to you? If so who?**

- 5. Where did the incidents take place?**

- 6. When did the incidents take place?**

- 7. Has anyone else been bullied by the same person?**

- 8. Have you done anything unhelpful that has not helped the

situation?**