Anti-Bullying Policy

Tang N.S.

Roll Number: 08037Q

Contents

Key Dates: *Friendship Week: September*

Anti- Bullying Week: November

Anti-Bullying Awareness raising lessons - Once Per Month

Stay Safe Lessons begin in Every Class: January

Internet Safety Week- 2nd week of February

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 Tang 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 Principals

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; (see Table A and Appendix 1)

(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. 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,

- 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.

Additional information on different types of bullying is set out in Section 2 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools. See Also [Examples of bullying behaviours](#) below.*

4. Relevant Teachers

The relevant teacher(s) for investigating and dealing with bullying is (are) as follows:
The Relevant Teachers in this school are:
All class teachers
Deputy Principal
Principal

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

5. Education and Prevention Strategies
The education and prevention strategies at the appropriate and relevant level for each class, that will be used by the school are as follows:
   School-wide approach

- A school-wide approach to the fostering of respect for all members of the school community.

- The promotion of the value of diversity to address issues of prejudice and stereotyping, and highlight the unacceptability of bullying behaviour.

- The fostering and enhancing of the self-esteem of all our pupils through both curricular and extracurricular activities such as
  - The Stay Safe Programme implemented in classes annually in January/ Feb. (or earlier if the need arises)
  - S.P.H.E and R.S.E
    - Walk Tall, Get Up Stand Up (NEPS), Fun Friends/Friends for Life
  - Internet Safety; The AntiBullying Campaign, WebWise Primary teachers' resources e.g. MySelfie and the wider world, HTML Heroes, Be in CTRL, Lockers
  - Supports in use of Restorative Practice.

- Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.

- Whole staff professional development on bullying and restorative practices 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.

- An annual audit of professional development needs with a view to assessing staff requirements through internal staff knowledge/expertise and external sources.

- School **wide awareness raising and training** on all aspects of bullying, to include pupils, parent(s)/guardian(s) and the wider school community (*e.g. from the "Awareness-Raising" strand of the Anti-Bullying Campaign, tacklebullying.ie or Webwise, via its website.* Kindness/Friendship Week in September; Anti-Bullying Week in November, Start of the Stay Safe lessons in every class January; Safer Internet Day / Week (first week in February) and student workshops and parent evenings may be organised to coincide with any of these weeks.

- 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.

- Promotion of Our Anti Bullying Code – **"Say No; Get Away; Tell"**, to be displayed publicly in classrooms and in common areas of the school.

- The school's anti-bullying policy is discussed with pupils, and all parent(s)/guardian(s)s are given a copy as part of the Code of Behaviour of the school.

- 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.

- Ensuring that pupils know who to tell and how to tell, e.g.:
  - Direct approach to teacher at an appropriate time, for example after class.
  - Hand note up with homework.
  - Make a phone call to the school or to a trusted teacher in the school.
  - Get a parent(s)/guardian(s) or friend to tell on your behalf.

- Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- Worry Boxes from 2nd Up.
- Questionnaire- administer a confidential questionnaire if the need arises, (anti bullying campaign survey)

- **Clear protocols** to encourage parent(s)/guardian(s) to approach the school if they suspect that their child is being bullied. See below Parents.

- Implementation of the school's **Acceptable Use Policy** in the school to include the necessary steps to ensure that the access to technology within the school is strictly monitored and the pupils' use of mobile phones is strictly prohibited.

- The **listing of supports** currently being used in the school and the identification of other supports available to the school e.g. personal safety and cyberbullying by community Garda, web wise presentation for parents, anti-bullying campaign, Barnardos Online Safety Webinar for pupils and parents, National Parents Council Anti Bullying Training Session for Parents.

Implementation of curricula

- The full implementation of the SPHE curriculum and the RSE and Stay Safe Programmes.

- Continuous Professional Development for staff in delivering these programmes including PDST support visits and courses.

- School wide delivery of lessons on bullying from evidence based programmes, e.g. Stay Safe Programme, Friends for Life, The AntiBullying Campaign, The Walk Tall Programme, Web wise Primary teachers' resources e.g. MySelfie and the wider world, HTML Heroes, Be in CTRL, Lockers, Be Safe, PDST resources and supports in use of Restorative Practice.

- Sporting activities in particular can provide excellent opportunities for channelling and learning how to control aggression, for example the daily mile.

- Delivery of the Garda SPHE Programme at primary level. These lessons, delivered by Community Gardai, cover issues around personal safety and cyber-bullying. This is to be organised to coincide if possible with internet safety week.

- The school will specifically consider the additional needs of SEN pupils with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately.

- The school will implement the advice in 'Sexual Orientation advice for Primary Schools'- see Appendix 2

Parents

Parents play a crucial role in educating their children how to relate to others, and in teaching the value of respecting others. Parents are asked to talk to their child regularly about their school day and to encourage their child to tell them if someone is making school difficult or uncomfortable for them. The school welcomes and encourages reports from parents in this regard. Parents may communicate any concerns that they might have to the class teacher and/or to the Principal / Deputy Principal.

Parents are advised to monitor their child's use of the internet and ICT to guard against cyberbullying. Parents are advised to ensure that privacy settings on any social media websites that their child has access to are maintained at a high level.

Periodic talks on how to recognise and combat bullying will be provided for parents, as part of whole school training in this area.

Parents will also be invited to submit suggestions to the review of this policy.

Pupils

All pupils have a right to feel safe in this school. Pupils are encouraged to report any bullying behaviour that they experience or witness to any teacher, to the Principal or Deputy Principal. Bystanders (those that witness a bullying incident) who laugh or clap when someone else is being harmed or repeatedly ridiculed are encouraging bullying behaviour. In making a report, pupils are standing up for their own rights and the rights of others. During Anti-bullying week (or if necessary at other times during the year), pupils in middle and senior classes will be given opportunities to complete age appropriate confidential questionnaires/ surveys on their experience of bullying within the school. This will be used as an exercise to raise awareness, to identify pupils at risk and also to highlight areas that require further attention to prevent bullying behaviour.

Anti-Bullying Questionnaires will be administered during friendship week, anti-bullying week and/or internet safety week or as needed.

Links to other policies, practices and activities

● Code of Behaviour, Child Protection policy, Acceptable Use policy, Attendance, Supervision of pupils, Sporting activities, S.P.H.E, Data Protection Policy.

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); Every effort will be made to ensure that all involved (including pupils, parent(s)/guardian(s)) understand this approach from the outset.

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 (based on the six step approach available from the "Dealing with Incidents" section of the Anti-Bullying Campaign website and restorative practice 6 questions from PDST website):

<ins>Reporting bullying behaviour</ins>

● Any pupil or parent(s)/guardian(s) may bring a bullying incident to any teacher in the school. **Incident report forms (Appendix 4)** will be kept in all classrooms and in the office and are completed thereafter.

● 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), bus escorts, caretakers, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher;

Investigating and dealing with incidents:

The following steps are used when investigating and dealing with incidents. They can be summarised as follows;

1. Using the 6 restorative questions the teacher will first meet with the accuser.

2. Using the 6 restorative questions the teacher will meet with the accused.

3. The teacher will then meet both parties and facilitate a restorative practice together.

4. If repeated incident occurs- teachers will move to formal stage 1.

- 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 investigating and dealing with bullying, the (relevant)teacher will use the 6 restorative practice questions as a format to investigate and will then exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved and relationships restored. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner;

  The six restorative practice questions asked of all parties during the investigation are:

  o What happened?

  o What were you thinking and feeling at the time?

  o What have your thoughts been since? (Have you thought about it since? What have you thought?)

  o Who has been affected and in what way?

  o How could things have been done differently?

  o What do you think needs to happen next to make things right?

- 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 should be contacted at an early stage to inform them of the matter and explain the actions being taken. Parents/ guardians 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. 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;

- 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;

- In the event that they have been involved in bullying behaviour they are asked to sign a binding promise that they will treat all pupils fairly, equally and respectfully including the targeted pupil(s).

- The 'Relevant Teacher' does not apportion blame but rather treats bullying behaviour as a 'mistake' that can and must be remedied. S/he emphasises that the intention is not to punish perpetrators but to talk to them, to explain how harmful and hurtful bullying is and to seek a promise that it will stop. If that promise is forthcoming and is honoured there will be no penalty and that will be the end of the matter. Pupils who report bullying therefore are not getting others 'in trouble' so much as enabling them to get out of trouble into which they may ultimately get if the bullying continued.

- When an investigation is completed and/or a bullying situation is resolved the 'Relevant Teacher' will complete a report, to include the findings of the investigation, the strategy adopted and the outcome of the intervention, as well as any other relevant information. This information is recorded on the back of the Incident report form (See Appendix 4 and on an official Appendix 3 document if the incident has NOT been resolved within 20 days) which is filed and stored by the Principal.

- If a pupil has signed such a promise but then chooses to break that promise and continue the bullying behaviour, this can then no longer be considered a 'mistake.' In this event parent(s)/guardian(s) will be informed and requested to countersign their daughter/son's promise. Breach of this additional promise by further bullying behaviour is regarded as a very grave matter and a serious sanction may be imposed by the school authorities (See sanctions below).

- All documentation regarding bullying incidents and their resolution is retained securely by the relevant teacher during investigation and is handed over to the Principal thereafter and stored on the Incident File with the yard book in a locked filing cabinet in the office.

Sanctions:

Where a pupil has been found to be engaged in bullying behaviour, has formally promised to stop and has broken that promise, any of the following sanctions may be imposed:

- S/he may be required to sign another promise, this time countersigned by a parent/guardian;

- Parent(s)/guardian(s) may be contacted by the 'Relevant Teacher' and informed of the nature and extent of the bullying behaviour with a view to agreeing a strategy whereby a promise to end the bullying behaviour would be honoured;

- Parent(s)/guardian(s) may be invited to a meeting with the 'Relevant Teacher'.

- Parent(s)/guardian(s), the relevant teacher and the Principal meet in a final effort to resolve the situation.

- The pupil may be suspended from the school. (See school's Code of behaviour)

- The case may be referred to the Board of Management and the pupil may be expelled from the school.

Follow up and recording

- In cases where the relevant teacher considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour has occurred, it must be recorded by the relevant teacher in the recording template at Appendix 3 (See Section 6.8.10 of Anti-Bullying Procedures for Primary and Post-Primary Schools, 2013)

- 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:
  o Whether the bullying behaviour has ceased;
  o Whether any issues between the parties have been resolved as far as is practicable;
  o Whether the relationships between the parties have been restored as far as is practicable;
  o Any feedback received from the parties involved, their parent(s)/guardian(s)s or the school Principal or Deputy Principal

- Follow-up meetings/ telephone conversations 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.

7. Procedures for 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 on the incident report form. Incident report forms will be kept in the office and filed thereafter in the incident folder. All incidents must be reported to the relevant teacher.

- 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. This is recorded on the back of the Incident Report Form (Appendix 4).

- 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 (Incident report form from the anti-bullying campaign programme) which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.

- The school in consultation with the relevant teacher/s should develop a protocol for the storage of all records retained by the relevant teacher in the incident report folder.

Formal Stage 2-Appendix 3 (From DES Procedures)

The relevant teacher must use the recording template at **Appendix 3** to record the bullying behaviour in the following circumstances: A follow up meeting/ discussion should be organised with all relevant parties within 20 days.

a) in cases where he/she considers that the bullying behaviour has not been adequately and appropriately addressed **within 20 school days** after he/she has determined that bullying behaviour occurred; and

b) where the school has decided as part of its Anti Bullying Policy that in certain circumstances bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable, if the following behaviours occur (see Code of Behaviour list of Serious and Very Serious Unacceptable Behaviour)

When the recording template is used, it must be retained by the relevant teacher in question during investigations and retained on the Incident File in the office thereafter. In accordance with our Record Keeping policy, all records of a sensitive nature will be kept on file in the office and not with the students' own personal files. Access to these files will be granted only by the Principal and they will be retained indefinitely.

Established intervention strategies

- Teacher interviews with all pupils

- 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/Restorative Practice Approach

- Circle Time

- Awareness raising lessons, promotion of the schools AntiBullying Code- Say No, Get Away, Tell.
- Implementing Questionnaires and Sociograms

8. School Support

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

Bullied pupils:

- Ending the bullying behaviour,

- Changing the school culture to foster more respect for bullied pupils and all pupils,

- Changing the school culture to foster greater empathy towards and support for bullied pupils,

- Indicating clearly that the bullying is not the fault of the targeted pupil through the awareness-raising programme,

- Indicating clearly that the bullying is not the fault of the targeted pupil through the speedy identification of those responsible and speedy resolution of bullying situations,

- After resolution, enabling bullied pupils to complete a victim-impact statement,

- Helping bullied pupils raise their self-esteem by encouraging them to become involved in activities that help develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school).

- If pupils require counselling or further supports the school will endeavour to liaise with the appropriate agencies to organise or refer to same, i.e. NEPS, School Completion Programme, HSE – CAMHS, Play therapy, Behaviour therapy or Family Counselling Services.

Bullying pupils:

- Making it clear that bullying pupils who reform are not blamed or punished and get a 'clean sheet,'

- Making it clear that bullying pupils who reform are doing the right and honourable thing and giving them praise for this,

- Making adequate counselling facilities available to help those who need to learn other ways of meeting their needs besides violating the rights of others,

- Helping those who need to raise their self-esteem by encouraging them to become involved in activities that develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school),

- Using learning strategies throughout the school and the curriculum to help enhance pupils' feelings of self-worth,

- In dealing with negative behaviour in general, encouraging teachers and parents to focus on, challenge and correct the behaviour while supporting the child,

- In dealing with bullying behaviour seeking resolution and offering a fresh start with a 'clean sheet' and no blame in return for keeping a promise to reform.

- Pupils should understand that there are no innocent **bystanders** and that all incidents of bullying behaviour must be reported to a teacher.

9. 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.

10. 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.

11. Success Criteria

Indicators of success of this policy:

a)   Positive feedback from staff, pupils and parents.

b)   Observation of behaviour in classrooms, corridors and playground

c)   Ongoing school self-evaluation

12. Implementation

This policy was adopted by the Board of Management on ___*19th March 2024*___ .

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.

13. Review

This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website and provided to the Parents' Association. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: ___*John Burke*___   Signed: ___*Caitríona Behan*___

    (Chairperson of Board of Management)   (Principal)

Date: _*19th March 2024*_   Date: _*19th March 2024*_

Date of next review: March 2025

Table A: Key elements of a positive school culture and climate

- The school acknowledges the right of each member of the school community to enjoy school in a secure environment.
- The school acknowledges the uniqueness of each individual and his/her worth as a human being.
- The school promotes positive habits of self-respect, self-discipline and responsibility among all its members.
- The school prohibits vulgar, offensive, sectarian or other aggressive behaviour or language by any of its members.
- The school has a clear commitment to promoting equity in general and gender equity in particular in all aspects of its functioning.
- The school has the capacity to change in response to pupils' needs.
- The school identifies aspects of curriculum through which positive and lasting influences can be exerted towards forming pupils' attitudes and values.
- The school takes particular care of "at risk" pupils and uses its monitoring systems to facilitate early intervention where necessary and it responds to the needs, fears or anxieties of individual members in a sensitive manner.
- The school recognises the need to work in partnership with and keep parents informed on procedures to improve relationships on a school-wide basis.
- The school recognises the role of parents in equipping the pupil with a range of life-skills.
- The school recognises the role of other community agencies in preventing and dealing with bullying.
- The school promotes habits of mutual respect, courtesy and an awareness of the interdependence of people in groups and communities.
- The school promotes qualities of social responsibility, tolerance and understanding among all its members both in school and out of school.
- Staff members share a collegiate responsibility, under the direction of the Principal, to act in preventing bullying/aggressive behaviour by any member of the school community.

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.

Appendix 2   SEXUAL ORIENTATION – ADVICE FOR PRIMARY SCHOOLS

GENERAL POINTS

• Schools can foster a culture that is accepting of difference. This can be expressed where appropriate, rather than making the assumption that everyone understands it.

• An integral part of RSE is learning to respect others; this will include respect for families or individuals who are different from the norm.

• The Equal Status Acts 2000 and 2004 provide protection against discrimination on nine grounds, one of which is sexual orientation. The Acts oblige those who manage schools to protect students and staff from discrimination or sexual harassment.

• If children are using the word 'gay' in a negative fashion it is better not to ignore it in the hope that it will go away. The same advice would apply for any instance of bullying.

• Schools are advised to develop a strategy for responding to children who have questions about sexual orientation or who are taunting others about being gay. This should be done in the context of the school's ethos and RSE policy and with the awareness that primary school children are probably too young to engage in any detailed discussion of sexual identity.

PRACTICAL SUGGESTIONS

• Depending on the context and the age group of the children, the teacher could ask a child or a class group what they mean by the word 'gay'

• A school could decide on a response to this question, such as 'The majority of people are attracted to people of the opposite sex. This is called being heterosexual. Some people are attracted to people of the same sex. This is called being homosexual or gay.'

• To give factual information like this in an open and straightforward way may help to remove the secrecy which is necessary for any bullying to flourish.

• Homophobic insults should be treated in exactly the same way as racist or other insults – the teacher can calmly explain to the child that such insults are hurtful to the other person and are not acceptable.

• Schools promote a culture of communication which actively discourages abusive name calling

Appendix 3: 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

_____

_____

_____

_____

_____

8. Details of actions taken

_____

_____

_____

_____

_____

_____

Signed _____   Date _____

        (Relevant Teacher 1)

Signed _____   Date _____

        (Relevant Teacher 1)

Date submitted to Principal/Deputy Principal _____

Tang National School

Anti-Bullying Campaign

INCIDENT REPORT FORM

Tick as

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:

_____

_____

Tang National School
Anti-Bullying Campaign

Name of Teacher or Anti-Bullying Coordinator: _____

Action Taken in Response to Incident Report

Date:	
	Signed: *Date:*

Examples of bullying behaviours

The list of examples below is non exhaustive.

General behaviours which apply to all types of bullying	• 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.
Cyber	• **Denigration**: Spreading rumors, 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 • 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
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).	
Homophobic and Transgender	- 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	- 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	This involves manipulating relationships as a means of bullying. Behaviours include: - Malicious gossip - Isolation & exclusion - Ignoring - Excluding from the group - Taking someone's friends away "Bitching" - 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	- Unwelcome or inappropriate sexual comments or touching - Harassment
Special Educational Needs, Disability	- 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