



# Anti-Bullying Policy

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Nagle-Rice Primary School

Milltown,  
Co. Kerry.

Roll Number: 20229U



## **Anti-Bullying Policy**

1. 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 Nagle-Rice 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 and is guided by *Cineáltas: Action Plan on Bullying 2022 DES*
2. 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; and
    - promotes respectful relationships across the school community;

See **Appendix 1: Key elements of a positive school culture and climate.**

- 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) and
- On-going evaluation of the effectiveness of the anti-bullying policy.



3. 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.

### **Types of bullying**

The following are some of the types of bullying behaviour that can occur amongst pupils:

#### **Physical aggression:**

This behaviour includes pushing, shoving, punching, kicking, poking and tripping people. It may also take the form of severe physical assault. While pupils often engage in 'mess fights', they can sometimes be used as a disguise for physical harassment or inflicting pain.

#### **Intimidation:**

Some bullying behaviour takes the form of intimidation: it may be based on the use of very aggressive body language with the voice being used as a weapon. Particularly upsetting can be a facial expression which conveys aggression and/or dislike.

#### **Isolation/exclusion and other relational bullying:**

This occurs where a certain person is deliberately isolated, excluded or ignored by some or all of the class group. This practice is usually initiated by the person engaged in bullying



behaviour and can be difficult to detect. It may be accompanied by writing insulting remarks about the pupil in public places, by passing around notes about or drawings of the pupil or by whispering insults about them loud enough to be heard. Relational bullying occurs when a person's attempts to socialise and form relationships with peers are repeatedly rejected or undermined. One of the most common forms includes control: "Do this or I won't be your friend anymore" (implied or stated); a group ganging up against one person (girl or boy); non-verbal gesturing; malicious gossip; spreading rumours about a person or giving them the "silent treatment".

#### **Cyber-bullying:**

This type of bullying is increasingly common and is continuously evolving. It is bullying carried out through the use of information and communication technologies such as text, social network sites, e-mail, instant messaging (IM), apps, gaming sites, chat-rooms and other online technologies. Being the target of inappropriate or hurtful messages is the most common form of online bullying. As cyber-bullying uses technology to perpetrate bullying behaviour and does not require face to face contact, cyber-bullying can occur at any time (day or night). Many forms of bullying can be facilitated through cyber-bullying. For example, a target may be sent homophobic text messages or pictures may be posted with negative comments about a person's sexuality, appearance etc.

#### **Name calling:**

Persistent name-calling directed at the same individual(s) which hurts, insults or humiliates should be regarded as a form of bullying behaviour. Often name-calling of this type refers to physical appearance, e.g., size or clothes worn. Accent or distinctive voice characteristics may attract negative attention. Academic ability can also provoke name calling. This tends to operate at two extremes. There are those who are singled out for attention because they are perceived to be weak academically. At the other extreme there are those who, because they are perceived as high achievers, are also targeted.

#### **Damage to property:**

Personal property can be the focus of attention for bullying behaviour. This may result in damage to clothing, mobile phone or other devices, school books and other learning material or interference with a pupil's locker or bicycle. The contents of school bags and pencil cases may be scattered on the floor. Items of personal property may be defaced, broken, stolen or hidden.

#### **Extortion:**

Demands for money may be made, often accompanied by threats (sometimes carried out in the event of the targeted pupil not delivering on the demand). A pupil may also be forced into theft of property for delivery to another who is engaged in bullying behaviour.

### **IMPACT AND INDICATORS OF BULLYING BEHAVIOUR**

#### **Impacts of bullying behaviour**

1. Pupils who are being bullied may develop feelings of insecurity, humiliation and extreme anxiety and thus may become more vulnerable. Self-confidence may be damaged with a



consequent lowering of self-esteem. While they may not talk about what is happening to them, their suffering is indicated through changes in mood and behaviour. Extreme cases of bullying may result in suicide. It is, therefore, essential to be alert to changes in behaviour as early intervention can be very effective.

2. Pupils who witness bullying may also be affected and may suffer in similar ways to those who are bullied. For example, pupils who witness identity-based bullying and share that identity can experience anxiety and feel under threat themselves. Pupils can also feel guilt or distress at not being able to help the person being bullied.
3. There are also consequences for individuals who engage in bullying behaviour. Pupils who become involved in such behaviour can be at higher risk of depression. Other possible long-term consequences may include an increased risk of developing an anti-social personality, anxiety disorders, a likelihood of substance abuse and lawbreaking behaviour in adulthood and decreased educational and occupational attainment.

#### **Indicators of bullying behaviour**

The following signs and symptoms may suggest that a pupil is being bullied:

- I. Anxiety about travelling to and from school e.g. requesting parents to drive or collect him/her, changing travel routes, avoiding regular times for travelling to and from school;
- II. Unwillingness to go to school, refusal to attend, truancy;
- III. Deterioration in educational performance, loss of concentration and loss of enthusiasm and interest in school;
- IV. Pattern of physical illnesses e.g. headaches, stomach aches;
- V. Unexplained changes either in mood or behaviour which may be particularly noticeable before returning to school after weekends or more especially after longer school holidays;
- VI. Visible signs of anxiety or distress e.g. stammering, withdrawing, nightmares, difficulty in sleeping, crying, not eating, vomiting, bedwetting;
- VII. Spontaneous out-of-character comments about either pupils or teachers;
- VIII. Possessions missing or damaged;
- IX. Increased requests for money or stealing money;
- X. Unexplained bruising or cuts or damaged clothing; and
- XI. Reluctance and/or refusal to say what is troubling him/her.

There may be other signs depending on the individual and his/her circumstances. The above signs do not necessarily mean that a pupil is being bullied but if repeated or occurring in combination, these signs do warrant investigation in order to establish what is affecting the pupil



Examples of bullying behaviours

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



<p><b>Homophobic and Transgender</b></p>	<ul style="list-style-type: none"> <li>● Spreading rumours about a person’s sexual orientation</li> <li>● Taunting a person of a different sexual orientation</li> <li>● Name calling e.g. Gay, queer, lesbian...used in a derogatory manner</li> <li>● Physical intimidation or attacks</li> <li>● Threats</li> </ul>
<p><b>Race, nationality, ethnic background and membership of the Traveller community</b></p>	<ul style="list-style-type: none"> <li>● Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background</li> <li>● Exclusion on the basis of any of the above</li> </ul>
<p><b>Relational</b></p>	<p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"> <li>● Malicious gossip</li> <li>● Isolation &amp; exclusion</li> <li>● Ignoring</li> <li>● Excluding from the group</li> <li>● Taking someone’s friends away</li> <li>● “Bitching”</li> <li>● Spreading rumours</li> <li>● Breaking confidence</li> <li>● Talking loud enough so that the victim can hear</li> <li>● The “look”</li> <li>● Use or terminology such as ‘nerd’ in a derogatory way</li> </ul>
<p><b>Sexual</b></p>	<ul style="list-style-type: none"> <li>● Unwelcome or inappropriate sexual comments or touching</li> <li>● Harassment</li> </ul>
<p><b>Special Educational Needs, Disability</b></p>	<ul style="list-style-type: none"> <li>● Name calling</li> <li>● Taunting others because of their disability or learning needs</li> <li>● Taking advantage of some pupils’ vulnerabilities and limited capacity to recognise and defend themselves against bullying</li> <li>● Taking advantage of some pupils’ vulnerabilities and limited capacity to understand social situations and social cues.</li> <li>● Mimicking a person’s disability</li> <li>● Setting others up for ridicule</li> </ul>

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

- Principal
- Deputy Principal
- All Class Teachers

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



Within the teaching of all subjects in Nagle-Rice Primary School there is space to foster an attitude of respect for all: to promote the value of diversity; to address prejudice and stereotyping and to highlight the unacceptability of bullying behaviour. Class teachers promote team sports, group work and lunch time activities – such as football training, playground games, and snakes and ladders.

In Nagle-Rice Primary School it is the responsibility of school management in conjunction with staff and pupils to develop a system under which good supervisory and monitoring measures are in place both to prevent and deal with bullying behaviour. Appropriate supervision of school activities during lunch breaks is on a rota basis. Non-teaching staff such as S.N.A.'s are part of the process to counter bullying behaviour strategies and measures are also in place to involve all parents.

The relevant teacher for investigating and dealing with bullying is the class teacher. In Nagle-Rice Primary School a consistent and clear approach to dealing with bullying when it occurs is essential to effective practice. Individual teachers take appropriate measures regarding reports of bullying behaviour in accordance with the school's anti-bullying policy.

In Nagle-Rice Primary School our anti-bullying policy outlines the teachers whose responsibility it is to reward, investigate and deal with bullying incidents, depending on circumstances.

If bullying is apparent or reported in the classroom it is the responsibility of the class teacher to address the critical incident immediately, clearly and consistently. Any instance of bullying will be recorded see **Appendix 9**, investigated and followed up by the class teacher in consultation with an S.N.A. if necessary.

It is the responsibility of the teacher on yard duty to record instances of bullying at break times. The teacher will record, investigate and follow up any bullying incidents in the yard. Liaise with class teacher and S.N.A. on yard.

If bullying occurs on class trips, school tours, swimming, etc. the class teacher will record, investigate and follow up with the aid of an S.N.A. if present or any other teachers present at the time.

If any instance of bullying is reported by a parent or child the class teacher will be notified immediately and they will summon the relevant teachers where it will be recorded, investigated and followed up.

The Principal will become involved where bullying persists and where further action will need to be taken.

5. The education and prevention strategies (including strategies specifically aimed at cyber-bullying and identity based bullying) used by the school are as follows:





## **Education and Prevention Strategies**

### **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. 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 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.
- Professional development with specific focus on the training of the relevant teacher(s)
- School wide awareness raising and training on all aspects of bullying, to include pupils, parent(s)/guardian(s) and the wider school community.
- Supervision and monitoring of classrooms, corridors, school grounds, school tours and extracurricular 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 e.g. Buddy system, mentoring and other student support activities that can help to support pupils and encourage a culture of peer respect and support. Signs & Friendship Signs throughout the yard.
- Development and promotion of an Anti-Bullying policy for pupils see **Appendix 5** and an Anti-Bullying Pledge **Appendix 10** to be displayed publicly in classrooms and in common areas of the school.
- The school's anti-bullying policy is discussed annually with pupils and all parent(s)/guardian(s) have access to the Anti-Bullying Policy on our school website [www.naglericens.com](http://www.naglericens.com)
- The implementation of regular whole school awareness measures in the school and classrooms on the promotion of friendship, and bullying prevention; annual Friendship Week and parent(s)/guardian(s) seminars; regular school or year group assemblies by principal, deputy principal, year heads etc.
- 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.
- Encourage parent(s)/guardian(s) to approach the school if they suspect that their child is being bullied.
- The development of an Acceptable Use Policy in the school to include the necessary steps to ensure that the access to technology within the school is strictly monitored, as is the pupils' use of mobile phones.

Nagle-Rice Primary School will increase awareness about bullying incorporating cyber bullying. We will focus on educating pupils on appropriate behaviour online, how to stay safe online and reporting inappropriate behaviour to teachers or parents. Parents will also have a role and this will be outlined later.

Nagle-Rice Primary School will adopt a school's approach to tackling and preventing bullying for all pupils and in particular the needs of pupils with disabilities or with SEN.

Nagle-Rice Primary School's Code of behaviour and Admission Policy will work in conjunction with the schools Anti Bullying Policy. We will foster an inclusive approach to anti bullying showing respect for all.

Nagle-Rice Primary School prevention and awareness measures will be appropriate to the need and level of the pupils also taking into account the age and gender of the pupils. Our school will work to raise the awareness of bullying so that all members of the school community understand what bullying is and how the school deals with bullying behaviour.

Nagle-Rice Primary School will continue to have an Anti-bullying week and Friendship week during each school year. This will create a community awareness of bullying and give the parents of a pupil who is being bullied the confidence to approach the school and also helps to send a clear message to the parents of a pupil who is engaged in bullying behaviour that they have a major responsibility in addressing their child's behaviour.

#### **Implementation of curricula**

- The full implementation of the SPHE, RSE and Stay Safe Programmes.
- Continuous Professional Development for staff in delivering these programmes.
- School wide delivery of lessons on bullying from evidence based programmes, e.g. School Lessons, Stay Safe Programme, Walk Tall Programme.
- School wide delivery of lessons on **Relational aggression** including the following on **Cyber Bullying**: All Aboard for DigiTown, HTML Heroes, Webwise Primary teachers' resources and Webwise Parents Hub.
- Delivery of the Garda SPHE Programmes at primary. These lessons, delivered by Community Gardaí, cover issues around personal safety and cyber-bullying
- 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.



Nagle-Rice Primary School will continue to influence attitudes to bullying behaviour in a positive manner through a range of curricular initiatives and the following programmes.

- The SPHE curriculum makes specific provision for exploring bullying as well as the inter-related areas of belonging and integrating, communication, conflict, friendship, personal safety and relationships.
- The Stay Safe programme at primary level is a personal safety skills programme which seeks to enhance children’s self-protection skills including their ability to recognize and cope with bullying.
- Prim Ed Resources on Bullying relevant to each class level.
- Cross curricular links with Grow in Love and all other curricular areas.
- The use of social stories with particular emphasis on these with pupils with SEN
- The Relationship and Sexuality Education (RSE) programme provides opportunities to explore and discuss areas such as human sexuality and relationships, which has particular relevance to identity-bases bullying
- Guest Speakers on cyber-bullying to the senior Classes e.g. Gardaí, Ger Brick
- Various other social, health and media education programmes can further help to address the problem of bullying behaviour. For example, “*Schools for Health in Ireland framework*” provides guidance on developing a health promoting school. “Friends For Life”, “Weaving Wellbeing” and “Zippy’s Friends” provide coping and resilience skills for pupils.

Nagle-Rice Primary School will ensure there is space within the teaching of all subjects to foster an attitude of respect for all:

- To promote the value of diversity
- To address prejudice and stereotyping and to highlight the unacceptability of bullying behaviour
- In English, teachers will be encouraged to use a wide range of literature which could be used to stimulate discussion
- In Geography and History references to colonization, exploitation and dictatorships could be used to illustrate the negative aspect of power. The work could be extended into many other areas such as Art, Drama, Religious Education and Physical Education
- Co-operation and group enterprise can be promoted through team sports, school clubs and societies as well as through practical subjects
- Sporting activities in particular can provide excellent opportunities for channelling and learning how to control aggression.



Nagle-Rice Primary School will deal with cyber bullying by preventing it from happening in the first place. All education and prevention strategies in this regard will focus on educating students on appropriate online behaviour, safety while online as well as encouraging them to report any concerns they may have as regards cyber-bullying. Nagle-Rice Primary School will also strive to ensure that no cyber-bullying takes place due to access to technology in this school.

All education and prevention strategies will be sensitive to the needs of pupils with disabilities and with SEN. These strategies will be complimented by other school policies (such as Code of Behaviour & Admission Policies) to ensure that all services provided for students are consistent and not contradictory. Examples of approaches for preventing cyber bullying for pupils with SEN include promoting inclusion, developing social skills and creating a positive school environment based on respect.

It is vital that all of the staff in Nagle-Rice Primary School understand exactly what cyber bullying is, are aware of the school's policy on bullying work as a team to prevent it from happening.

Nagle-Rice Primary school will raise awareness of bullying in a number of ways including:

- CPD for staff
- Awareness day for pupils and parents [www.tacklebullying.ie](http://www.tacklebullying.ie)
- Leaflets/Brochures/Surveys see **Appendices 6 & 7**, Pupil focus group
- Friendship Week
- Invite outside speakers in to talk about Cyber Bullying
- Homework to include parent participation
- In class activities on Cyber Bullying and [www.antibullyingcampaign.ie](http://www.antibullyingcampaign.ie)

A complete whole school approach involving school management, staff, parents and students when dealing with the issue of cyber bullying is vital. **Not alone does bullying affect the victims, it can affect everyone in the classroom, the school and the wider community.**

#### **Links to other Policies**

Code of Behaviour, Child Safeguarding & Risk Assessment, Health & Safety Policy, Acceptable Use Policy, Admission Policy, Wellbeing Policy, Facebook and Instagram Policy, Dignity at Work Policy

6. The school's procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows :



**Firstly**, when investigating and dealing with bullying the primary aim of Nagle-Rice Primary School will be to resolve any issues and to restore, as much as possible, the relationships of the parties involved.

**Secondly**, in Nagle-Rice Primary School each teacher will exercise his/her professional judgement, at all times, to determine whether bullying has occurred and how best the situation might be resolved.

**Finally**, all reports anonymous and otherwise will be investigated and dealt with by the relevant teacher.

### **Step 1: Reporting Bullying Behaviour**

- Any pupil or parent(s)/guardian(s) may bring a bullying incident to any teacher in the school.
- All school staff will make it clear to all pupils that when they report incidents of bullying they are not considered to be 'telling tales' but are behaving responsibly. By nurturing this, Nagle-Rice Primary School will encourage the children to be confident in 'telling' relevant adults. Non-teaching staff, such as our secretary, S.N.A.'s and our caretaker, will be encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher.
- Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs), caretaker, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher;
- Parents and pupils of Nagle-Rice Primary School will be required to co-operate with any investigation and assist the school in resolving any issues. Nagle-Rice Primary School will inform each set of pupils and parents of the above approach from the outset.
- All reports, including anonymous reports of bullying, will be investigated and dealt with by the relevant teacher.

### **Step 2: Investigating Interviews**

Procedures for investigating and dealing with bullying School authorities must ensure that the school has clear procedures for investigating and dealing with bullying and that these are set out in the school's anti-bullying policy. The school's procedures must be consistent with the following:

1. The primary aim for the relevant teacher 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);
2. In investigating and dealing with bullying, the teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved;
3. All reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher. 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;



4. Non-teaching staff such as the secretary, special needs assistants (SNAs), caretaker, cleaners must be encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher;
5. Parents and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible;
6. It is very important that all involved (including each set of pupils and parents) understand the above approach from the outset;
7. Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents;
8. Incidents are generally best investigated outside the classroom situation to ensure the privacy of all involved;
9. 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;
10. When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner;
11. **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;
12. Each member of a group should be supported through the possible pressures that they may face them from the other members of the group after interview by the teacher;
13. It may also be appropriate or helpful to ask those involved to write down their account of the incident(s);
14. In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parents of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy). The school should give parents an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports for their pupils;
15. 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;
16. It must also be made clear to all involved (each set of pupils and parents) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parents and the school;
17. 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. This can have a therapeutic effect;
18. 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 (iii));

19. In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of his/her professional judgement, take the following factors into account:
  - Whether the bullying behaviour has ceased;
  - Whether any issues between the parties have been resolved as far as is practicable;
  - Whether the relationships between the parties have been restored as far as is practicable; and
  - Any feedback received from the parties involved, their parents or the School Principal or Deputy Principal;
20. Where a parent is 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 school's complaints procedures;
21. In the event that a parent has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parents of their right to make a complaint to the Ombudsman for Children.

### **Step 3: Informing Parents**

If a teacher in Nagle-Rice Primary School determines that bullying behaviour has occurred, the parents of the parties involved will be contacted at an early stage to inform them of the matter and to explain the actions being taken (by reference to this school policy). Teachers will give parents an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports for their pupils.

Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it will be made clear to him/her how he/she was in breach of Nagle-Rice Primary School anti-bullying policy and teachers will try to get him/her to see the situation from the perspective of the pupil being bullied.

Teachers in Nagle-Rice Primary School will make it clear to all involved that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his/her parents and the school.

### **Step 4 Follow Up**

Nagle-Rice Primary School authorities has decided that –  
In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of his/her professional judgement, take the following factors into account:  
- Whether the bullying behaviour has ceased;



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

Follow-up meetings with the relevant parties involved should be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable.

Where a parent(s)/guardian(s) is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent(s)/guardian(s) must be referred, as appropriate, to the school's complaints procedures. In the event that a parent(s)/guardian(s) has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parent(s)/guardian(s) of their right to make a complaint to the Ombudsman for Children.

#### **Step 5 Recording of Bullying Behaviour:**

The Board of Management of Nagle-Rice Primary School has clear procedures for the formal noting and reporting of bullying behaviour. These are documented here in Nagle-Rice Primary Schools Anti-Bullying Policy. All records are maintained in accordance with relevant data protection legislation.

Nagle-Rice Primary School will adhere to the following procedures for noting and recording bullying behaviour:

#### **Informal Pre-determination that bullying has occurred**

- All teachers must keep a written record of any incidents witnessed by them or notified to them. Consideration needs to be given to where the records will be made e.g. incident book. 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
- The relevant teacher must inform the principal of all incidents being investigated.

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





- If it is established by the relevant teacher that bullying has occurred, the relevant teacher must keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.

### **Formal Stage 2 - Appendix 3**

The relevant teacher must use the recording template at **Appendix 3** to record the bullying behaviour in the following circumstances:

- a) in cases where he/she considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour occurred; and
- b) Where Nagle-Rice Primary 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.

When the recording template is used (**Appendix 3**), it must be retained by the relevant teacher in question and a copy maintained by the principal. These records will be kept in line with the School's Data Protection & GDPR Policy.

### **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) to support school interventions
  - No Blame Approach
  - Circle Time
  - Implementing sociogram questionnaires
  - Peer mediation where suitable training has been given
7. The school's programme of support for working with pupils affected by bullying is as follows:
- A programme of support for pupils who have been bullied must be in place. Such pupils may need counselling and/or opportunities to participate in activities designed to raise their self-esteem, to develop their friendship and social skills and thereby build resilience whenever this is needed:
- Pastoral care system
  - Buddy / Peer mentoring system
  - Group work such as circle time.



If pupils require counselling or further supports the school will endeavour to liaise with the appropriate agencies to organise same. This may be for the pupil affected by bullying or involved in the bullying behaviour.

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

A programme of support for those pupils involved in bullying behaviour must also be part of the school's intervention process. Pupils involved in bullying behaviour need assistance on an ongoing basis. For those with low self-esteem, opportunities should be developed to increase feelings of self-worth. It is, therefore, important that the learning strategies applied within the school allow for the enhancement of the pupil's self-worth. Pupils who engage in bullying behaviour may need counselling to help them learn other ways of meeting their needs without violating the rights of others.

In cases where there are serious concerns: in relation to managing the behaviour of a pupil the appropriate staff of Nagle-Rice Primary School will seek the advice of NEPS.

As outlined in 'Children First National Guidance for the Protection and Welfare of Children 2017 and The Child Protection Procedures for Primary and Post Primary Schools' 2017 Nagle-Rice Primary School will consult with the HSE Children and Family Social Services in order to draw up a management plan in response to serious incidents and where behaviour is regarded as potentially abusive.

Where serious instances of bullying behaviour take place in accordance with Children First and Child Protection Procedures for Primary and Post Primary Schools, it will be referred to the HSE Children and Family Services and / or Gardaí as appropriate by Nagle-Rice Primary School.

The DLP of Nagle-Rice Primary School must seek advice from the HSE Children and Family Social Services if any member of staff in Nagle-Rice Primary School has concerns about a child but are unsure as to reporting the matter to the HSE. This action is stated in The Child Protection Procedures for Primary and Post Primary School.

A programme of support will be in place in Nagle-Rice Primary School for pupils who have been bullied. Pupils who have been bullied may require counselling and / or opportunities to participate in activities to develop their friendship and social skills and improve their self-esteem. This will build resilience whenever it is needed.

Part of Nagle-Rice Primary School intervention process is a programme of support for those pupils involved in bullying behaviour as they need assistance on a regular basis. Learning strategies applied within Nagle-Rice Primary School allow for the enhancement of the pupils self-worth as pupils involved in bullying behaviour may suffer from low self-esteem. Counselling may be required for these pupils to help them learn other methods of meeting their needs without violating the rights of others.



In Nagle-Rice Primary School all pupils are encouraged to discuss with their teachers any incidents of bullying behaviour they have observed.

### **Periodic summary reports to the Board of Management**

- At least once in every school term, the Principal must provide a report to the Board of Management setting out:
  - I. the overall number of bullying cases reported (by means of the bullying recording template at **(Appendix 3)** since the previous report to the Board and
  - II. confirmation that all cases referred to at (i) above have been or are being, dealt with in accordance with the school's anti-bullying policy and the Anti-Bullying Procedures for Primary schools.
- The minutes of the Board of Management meeting must record the above but in doing so must not include any identifying details of the pupils involved.

### **Annual Review by the Board of Management**

- The Board of Management must undertake an annual review of the school's anti-bullying policy and its implementation by the school.
- A standardised checklist to be used in undertaking the review is included in **Appendix 4** to these procedures.
- The school must put in place an action plan to address any areas for improvement identified by the review.
- Written notification that the review has been completed must be made available to school personnel, published on the school website (or where none exists, be otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association. A standardised notification which must be used for this purpose is included at **Appendix 4**. A record of the review and its outcome must be made available, if requested, to the patron and the Department.

### **Supervision and Monitoring of Pupils:**

The Board of Management confirms that appropriate supervision and monitoring policies and practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible.

### **Prevention of Harassment**

The Board of Management confirms that the school will, in accordance with its obligations under equality legislation, take all such steps as 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.

This policy was adopted by the Board of Management on 15th February 2023

### **Review & Implementation**

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 (or where none exists, be otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association. A record of the review and its outcome will be made available to the Department of Education and Skills and to the patron if requested.

**Ratified by Mr. Michael McCarthy, Chairperson of the Board of Management on 15th February 2023**



### **Appendix 1**

#### ***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 2**

### ***CHARACTERISTICS ASSOCIATED WITH BULLYING***

It is important to recognise that any pupil can be bullied or can engage in bullying behaviour.

#### **The pupil who engages in bullying behaviour**

- A significant proportion of bullying is not merely behavioural but is rooted in a lack of respect for diversity and in social inequalities. “Prejudice-based” or “identity-based” bullying can be a significant factor in bullying behaviour.
- Pupils who engage in bullying behaviour tend to display aggressive attitudes combined with a low level of self-discipline. They may lack any sense of remorse convincing themselves that the other person deserves the treatment they are receiving.
- Pupils who engage in bullying behaviour can be attention seeking: setting out to impress bystanders and responding to the reaction their behaviour provokes. They can lack the ability to empathise. They can appear unaware or indifferent to the other person’s feelings. It is of note that pupils who exhibit bullying behaviour often suffer from a lack of confidence and have low self-esteem.
- However, it must also be recognised that pupils who engage in bullying behaviour do not always intend to bully or may not recognise the potential negative impact of their words and actions on others.
- It is not uncommon to find that pupils who engage in bullying behaviour may also have been bullied themselves.

#### **The pupil who is bullied**

- Any pupil through no fault of their own may be a target of bullying. It is common in the course of normal interaction for pupils to tease or taunt each other. However, at a certain point, teasing and taunting may become forms of bullying behaviour. As pupils can be particularly quick to notice differences in others, pupils who are perceived as different in some way can be more prone to encounter such behaviour. However, the pupils who are most at risk of being bullied are those who react in a vulnerable and distressed manner. The seriousness and duration of the bullying behaviour can be related to the pupil’s continuing response to the verbal, physical or psychological aggression.
- Pupils who are bullied often experience difficulties in speaking up about bullying. The difficulties include:



- I. Fear of reprisals;
- II. Concerns about being perceived as a “tell-tale” for reporting bullying;
- III. Concerns about “getting into trouble” with the principal or teacher for reporting bullying;
- IV. Not having evidence to back up a bullying allegation;
- V. Not knowing how the matter will be dealt with by the school; and
- VI. Not feeling fully confident of being believed.

### **More vulnerable pupils**

- While bullying can happen to any pupil, it is known that some may be more vulnerable to or at risk of experiencing bullying. Such vulnerable groups include pupils with disabilities or special educational needs, those from ethnic minority and migrant groups, pupils from the Traveller community, lesbian, gay, bisexual or transgender (LGBT) pupils and those perceived to be LGBT and pupils of minority religious faiths.
- There can be an increased vulnerability to bullying amongst pupils with special educational needs and particularly those who do not understand social cues and/or have difficulty communicating. Some pupils with complex needs may lack understanding of social situations and therefore trust everyone implicitly. Such pupils may be more vulnerable because they do not have the same social skills or capacity as others to recognise and defend themselves against bullying behaviour. Research suggests that children with disabilities and with special educational needs (SEN) are more likely to be bullied than others. Bullying can also have a more severe impact on such children. For example, some studies which compare the impact of bullying on children with and without certain disabilities, such as a speech and language difficulty, show that bullying has a greater impact on self-esteem for those with a disability.
- Homophobic and transphobic bullying (bullying targeted at those who are or who are perceived to be LGBT) has also been found to be prevalent with evidence that such pupils have particular difficulty in speaking up or reporting the bullying behaviour.

### **Where does bullying happen?**

Bullying can happen anywhere at any time but there are certain times and places which particularly facilitate bullying.

### **Cyber-bullying:**

Access to technology means that cyber-bullying can happen around the clock and the pupil’s home may not even be a safe haven from such bullying. Pupils are increasingly



communicating in ways that are often unknown to adults and free from supervision. The nature of these technologies means digital content can be shared and seen by a very wide audience almost instantly and is almost impossible to delete permanently. **While cyber bullying often takes place at home and at night, the impact can also be felt in school.**

**Areas of unstructured activity:**

Bullying in schools frequently takes place in the playground/schoolyard. School grounds with hidden or obscured parts may provide an environment conducive to bullying. Many common playground/schoolyard games present opportunities for bullying because of their physical nature. It is relatively easy to single out and bully another pupil. The noise level masks much of what is going on. The playground/schoolyard provides the opportunity for older pupils to pick on younger pupils. It can also be the setting for bullying by groups. Continuing provocation may eventually lead to a physical fight and ironically in some cases the person being bullied may appear to be the aggressor because he/she finally gives vent to his/her frustration.

Toilets, corridors, cloakrooms, locker areas, changing rooms, showers, the gym and assembly hall may be the scene of verbal, psychological and physical bullying. The behaviour of pupils in those areas needs careful monitoring.

**Bullying in the classroom:**

Bullying may also take place in class. It may occur subtly through glances, looks and sniggers but may take the more overt form of physical intimidation. It may also be exacerbated if a classroom atmosphere prevails whereby pupils are allowed to make derogatory comments about their classmates or other teachers.

However, teachers need to be alert to the underlying reasons for such comments in case pupils are trying to disclose something which is disturbing them and thus needs further investigation. Bullying may also occur between class periods irrespective of whether the class or the teacher moves.

**Coming to and from school:**

The area immediately outside the school, the local shops and local neighbourhood are often the scenes of bullying. Bullying can also take place at the bus-stop or on the journey to and from school whether the individuals are walking, cycling or on school buses





**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	<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)

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

**9. Details of actions taken**

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

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



**Appendix 4**

***Checklist for annual review of the anti-bullying policy and its implementation***

The Board of Management 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.

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?	✓

**Chairperson, Board of Management, 15th February 2023**



## **Appendix 5**

### **Anti-Bullying Policy for Pupils**

Nagle-Rice Primary School 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 preventing and tackling bullying behaviour. Our school is

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

All pupils in Nagle-Rice Primary School have the right to enjoy school in a secure environment.

Our school strictly prohibits vulgar, offensive or other aggressive behaviour or language by any of its members.

#### **What is Bullying?**

**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. 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.**

#### **Types of bullying**

The following are some of the types of bullying behaviour that can occur amongst pupils:

*Physical aggression:* This behaviour includes pushing, shoving, punching, kicking, poking and tripping people. While pupils often engage in 'mess fights', they can sometimes be used as a disguise for physical harassment or inflicting pain.



*Intimidation:* It may be based on the use of very aggressive body language with the voice being used as a weapon. Particularly upsetting can be a facial expression which conveys aggression and/or dislike.

*Isolation/exclusion and other relational bullying:* This occurs where a certain person is deliberately isolated, excluded or ignored by some or all, of the class group. It may be accompanied by writing insulting remarks about the pupil in public places, by passing around notes about or drawings of the pupil or by whispering insults about them loud enough to be heard. Relational bullying occurs when a person's attempts to socialise and form relationships with peers are repeatedly rejected or undermined. One of the most common forms includes control: "Do this or I won't be your friend anymore" (implied or stated)

*Cyber-bullying:* It is bullying carried out through the use of information and communication technologies such as text, social network sites, e-mail, instant messaging (IM), apps, gaming sites, chat-rooms and other online technologies. Being the target of inappropriate or hurtful messages is the most common form of online bullying. Cyber-bullying can occur at any time (day or night).

*Name calling:* Persistent name-calling directed at the same individual(s) which hurts, insults or humiliates should be regarded as a form of bullying behaviour.

*Damage to property:* Damage to clothing, mobile phone or other devices, school books and other learning material. The contents of school bags and pencil cases may be scattered on the floor. Items of personal property may be defaced, broken, stolen or hidden.

*Extortion:* Demands for money may be made, often accompanied by threats. A pupil may also be forced into theft of property for delivery to another who is engaged in bullying behaviour.

### **How can pupils help stop/prevent bullying?**

Pupils need to 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.

Appendix 6





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

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






Class Survey

If any of these things have happened to you at school this year, colour the smiley face that tells best about what happened.






1. How do you feel about coming to school?

				
Really Happy	Happy	Ok	Unhappy	Really Unhappy

2. How do you feel in your classroom?

				
Really Happy	Happy	Ok	Unhappy	Really Unhappy






3. How do you feel out in the playground?

				
Really Happy	Happy	Ok	Unhappy	Really Unhappy






4. How do you feel if someone teases you?

				
Really Happy	Happy	Ok	Unhappy	Really Unhappy


5. How do you feel if you are left out of a game?

				
Really Happy	Happy	Ok	Unhappy	Really Unhappy

6. How do you feel if someone calls you names?

				
Really Happy	Happy	Ok	Unhappy	Really Unhappy

7. How do you feel if someone hits you?

				
Really Happy	Happy	Ok	Unhappy	Really Unhappy

**THANK YOU FOR COMPLETING THIS SURVEY**





Appendix 7

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

**CLASS SURVEY: IS THERE ANY BULLYING AT OUR SCHOOL?**

1. Do you think people in our school get bullied?
2. Have you ever been bullied?
3. Are you a boy or girl? (circle one)      BOY      GIRL
4. How often have you been bullied?
5. Have you seen others being bullied?
6. Do you know what to do if you are bullied?
7. Do bullies have many friends?



8. Do you know why some children bully other children?
9. Do you think school does enough to stop bullying?
10. What happened to you?
11. Where did the bullying take place?
12. How did it stop?
13. Do you think bullies are having fun?
14. Do you ever tell the bully to stop?
15. What do you think would happen if you told on a bully?
16. Do bullies tease others a lot at our school?



17. Is it okay to tell someone if you see bullying happening?
18. Who would you tell?

**THANK YOU FOR COMPLETING THIS SURVEY**



**Appendix 8**

The Board of Management of Nagle-Rice Primary School request that all staff read and familiarise themselves with the following policies: ***Child Safeguarding & Risk Assessment, Child Protection Procedures for Primary & Post-Primary Schools 2017, Anti-Bullying Procedures for Primary & Post Primary Schools 2013, Code of Behaviour Policy, Anti-Bullying Policy, Health & Safety Policy, Data Protection Policy and SPHE Policy.***

Once completed you are then requested to sign & date the template below for our school records. Thank You

Date	Name	I have read & understand the Policies listed above (Tick ✓)




**Appendix 9**

**Behavioural Report for Class Teacher**

Teacher completing form: \_\_\_\_\_ Date: \_\_\_\_\_

Child reporting the incident: \_\_\_\_\_ Class: \_\_\_\_\_

Children involved and their roles - target/bully/bystander:

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Incident details:

Date: _____	Time: _____	Location: _____
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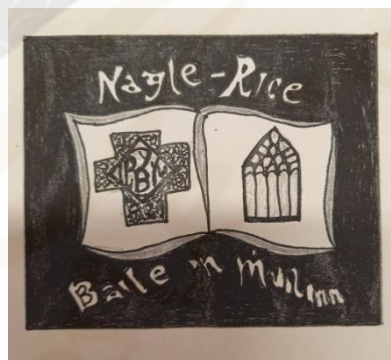
**Steps taken to resolve the incident:**

**Follow-up interview date:**

**Parents informed: yes  no**

**Class Teacher's signature: \_\_\_\_\_ Date: \_\_\_\_\_**

**Appendix 10**



## **Anti-Bullying Pledge**

**Class Teacher: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_**



*We believe that everyone has the right to feel safe and happy at school. No-one has the right to threaten, humiliate or exclude another. We want to stamp out bullying in our school. We believe that together we have the power to achieve this goal.*

**As we sign this pledge, we agree to:**

- **Value** the inner person and not the outward appearance
- **Celebrate** and **respect** our talents and differences
- Make everyone **feel welcome**
- Take **no part** in bullying
- **Report all** bullying incidents
- **Support all** targets of bullying
- **Help** bullies understand that their behaviour is **unacceptable**

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