

## **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 Sliabh a' Mhadra 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. The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following **key principles of best practice** in preventing and tackling bullying behaviour:

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

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

**(b) Effective leadership**

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

**(d) A shared understanding of what bullying is and its impact**

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

- build empathy, respect and resilience in pupils; and
- explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying;
- effective supervision and monitoring of pupils;

**(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. 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
- 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.

A list of examples of behaviours deemed to be bullying behaviours are included in Appendix 2. This list is non-exhaustive.

4. The relevant teacher for investigating, documenting and dealing with bullying incidents is in most circumstances the classroom teacher. However, any teacher may act as the relevant teacher if the circumstances warrant it. If/when the situation warrants it the Deputy Principal and/or Principal may be involved with the relevant teacher in dealing with bullying events.

## 5. Education and Prevention Strategies

Education and Prevention Strategies
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<b>School-wide approach</b>
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- |   |
|---|
| <ul style="list-style-type: none"><li>• A school-wide approach to the fostering of respect for all members of the school community.</li></ul> |
|---|

- We seek to promote the value of diversity through good example and in SPHE lessons to address issues of prejudice and stereotyping and highlight the unacceptability of bullying behaviour.
- We endeavour to foster and enhance 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.
- An annual audit of professional development needs is conducted with a view to assessing staff requirements through internal staff knowledge/expertise and external sources e.g., Friends for Life, Zippy's Friends.
- Each year we will hold a "Friendship Week" in January as part of anti-bullying awareness month. Parental and staff awareness will also be promoted during this period through the involvement of outside agencies and guest speakers.
- Supervision and monitoring of classrooms, corridors, school grounds, school tours and extra-curricular activities. All incidents of misbehaviour are noted in the relevant Class Incident book. 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.
- The school's anti-bullying policy is discussed with pupils and all parent(s)/guardian(s) are given a copy as part of the Code of Behaviour of the school with their Welcome Pack and made available on the school website.
- The implementation of regular whole school awareness measures:  
A dedicated notice board in the school hallway on the promotion of friendship and Wellbeing, bullying prevention; annual Friendship Week in January; termly student surveys;
- 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.
- There will be a lesson in SPHE on identifying and dealing with bullying, covered at the beginning of each term. Appendix 10 outlines the lessons that cover anti-bullying in the Stay Safe, Walk Tall and RSE programmes, which is available to classes from Junior Infants to Sixth Class.
- As part of SPHE pupils are taught who to tell and how to tell, e.g.:
  - Direct approach to teacher at an appropriate time, for example after class.
  - Hand up a note with class work.
  - Get a parent(s)/guardian(s) or friend to tell on your behalf.
  - Administer a confidential questionnaire once a term to all pupils.
  - Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
  - Who to Tell, How to Tell poster will be displayed in the hall and each classroom. The poster will be referred to regularly in class.
- Parents may contact the school or class teacher to arrange an appointment to speak with the class teacher at an appropriate agreed time.
- 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.

### **Implementation of curricula**

- The full implementation of the SPHE and the RSE, Stay Safe, Zippy's Friends, Friends for Life programmes.
- Continuous Professional Development for staff in delivering these programmes will be accessed when provided by the DES.
- Our SPHE curriculum involves school-wide delivery of lessons on bullying from evidence based programmes: Stay Safe, Wall Tall.
- As part of our SPHE programme we have school wide delivery of lesson on 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.

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:

### **Reporting bullying behaviour**

- Any pupil or parent(s)/guardian(s) may bring a bullying incident to any teacher in the school.
- All reports, including anonymous reports of bullying, will be investigated and dealt with by the relevant teacher.
- Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher;

**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);**

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### **Investigating and dealing with incidents: Style of approach**

- The 'Relevant Teacher' investigates all instances of reported or suspected bullying behaviour that impact on our school community, with a view to establishing the facts and bringing any such behaviour to an end. (We recognise that the DES procedures

oblige us to investigate issues outside school, but they may prove to be beyond our jurisdiction.)

- The ‘Relevant Teacher’ does not apportion blame but initially treats bullying behaviour as a mistake that can and must be remedied. S/he must emphasise that the intention is not to punish but to talk and to explain how harmful and hurtful bullying is and to ensure that it stops. It is the school’s intention to manage the situation and ensure bullying behaviour has ceased and that learning takes place for the students involved in bullying.
- Pupils who are alleged to have been involved in bullying incidents or who have witnessed bullying incidents are interviewed by the ‘Relevant Teacher’ to establish the nature and extent of the behaviour and the background for it.
- The school, through the ‘Relevant Teacher’ reserves the right to ask any pupil to write an account of what happened, as part of the investigation. This is a standard procedure and does not necessarily imply that a pupil is guilty of misbehaviour. All documentation regarding bullying incidents and their resolution is retained securely in the school by the class teacher and in the office.
- In the event that the teacher has determined that a pupil has been involved in bullying behaviour, parents will be contacted by the Relevant Teacher with the intention of resolving the issues involved.
- To aid with the investigation Appendix 3 can be used to 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.

### **Sanctions:**

When a pupil has been found to be engaged in bullying behaviour the following sanctions may be imposed:

- S/he will be required to stop the bullying activity, the behaviour will be discussed and impact of the behaviour will be explained and parents will be contacted.
- S/he may be required to sign a binding promise to end the bullying activity, ensure it is not repeated and to treat all members of the school community fairly and respectfully.
- S/he may be required to sign a binding promise, this time countersigned by a parent/Guardian.
- Parents may be invited to a meeting with the ‘Relevant Teacher’
- Parents may be invited to a meeting with the ‘Relevant Teacher’ and the Principal.
- The case may be referred to the Board of Management.
  
- 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.
- Parent(s)/guardian(s) and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible.
- Teachers should take a calm, unemotional problem-solving approach.
- Where possible, incidents should be investigated outside the classroom situation to ensure the privacy of all involved. The Principal/Deputy Principal/Special Education Teacher may assist by providing supervision.

- All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way.
- When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner;
- If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements;
- Each member of a group should be supported through the possible pressures that may face them from the other members of the group after the interview by the teacher; It may also be appropriate or helpful to ask those involved to write down their account of the incident(s)
- **In cases where it has been determined by the relevant teacher that bullying behaviour has occurred**, the parent(s)/guardian(s) of the parties involved 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 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;
- The 'Relevant Teacher' must complete the Bullying Report Form, Appendix 3.
- 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;

### **Follow up and recording**

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

- In the event that a parent(s)/guardian(s) has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parent(s)/guardian(s) of their right to make a complaint to the Ombudsman for Pupils.

### **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. All incidents must be reported to the relevant teacher. Incidents in the yard are recorded in the Class Incident Book. Incidents in the classroom are recorded on the pupil behaviour report sheet. When investigating an incident, the Relevant Teacher fills out the Incident Investigation Form Appendix 6 and gathers other documentation needed. 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 on the Incident Investigation Form
- If the issue is determined not to be bullying and is resolved a copy of Incident Investigation Form will be kept on file by the teacher.
- 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.
- The documentation/records relating to a bullying incident address by the Relevant Teacher should be stored/filed in the classroom filing cabinet in the Bullying Incidents File and passed on to the next class teacher at the end of the school year.
- A copy will be kept in the filing cabinet in the office.

#### **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) In certain circumstances bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable. These include circumstance where physical aggression or physical violence has been used or there is a threat to the health and safety of a pupil or staff member.

When the recording template is used, it must be retained by the relevant teacher in question in the Bullying Incidents File in the classroom filing cabinet and a copy maintained by the Principal in the Principals Bullying Incident File. These records are transferred to the Pupil's Main File after 6<sup>th</sup> class. These main files are stored in the school file room until the pupil has reached the age of twenty one year.

**Established intervention strategies**

- Teacher interviews with all pupils
- Written accounts from those involved or witnesses
- Termly anti-bullying surveys.
- Friendship week and anti-bullying awareness Month in January of each year.
- 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
- Dealing with issues as shared concerns
- No Blame Approach but each individual taking responsibility for his/her behaviour.
- Circle Time
- Restorative interviews

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

- All in-school supports and opportunities will be provided for the pupils affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience e.g.
  - Our positive, supportive school atmosphere
  - Social, Personal and Health Education Curriculum
  - Special Education Team
  - Group work such as circle time
  - class/school wide programme approaches: Zippy's Friends, Friends for Life, Stay Safe, Walk tall.
- If pupils require counselling of further supports the school will endeavour to liaise with the appropriate agencies to organise same. (CAMHS, NEPS, HSE) This may be for the pupil affected by bullying or involved in the bullying behaviour.



### **8. Supervision and Monitoring of Pupils**

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

### **9. Prevention of Harassment**

The Board of Management confirms that the school will, in accordance with its obligations under equality legislation, take all such steps that are reasonably practicable to prevent the sexual harassment of pupils or staff or the harassment of pupils or staff on any of the nine grounds specified i.e. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

### **10. Ratification**

This policy was adopted by the Board of Management on \_\_\_\_\_ [date].

### **11. Communication**

This policy has been made available to school personnel, published on the school website (and provided to the Parents' Association. A copy of this policy will be made available to the Department and the patron if requested.

### **12. Annual Review**

This policy and its implementation will be reviewed by the Board of Management once in every school year. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: \_\_\_\_\_

\_\_\_\_\_  
(Chairperson of Board of Management)

Signed:

(Principal)

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

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

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

## Appendix 2

*Bullying can take a number of forms. These may include any of the following (this list is not exhaustive):*

- **Repeated aggressive behaviour/attitude/body language, for example:**

Shouting and uncontrolled anger,

Personal insults,

Verbal abuse,

Offensive language directed at an individual,

Continually shouting at or dismissing others,

Public verbal attacks/criticism,

Domineering behaviour,

Open aggression,

Offensive gestures and unwanted physical contact.

- **Intimidation, either physical, psychological or emotional, for example:**

Treating in a dictatorial manner,

Ridicule,

Persistent slagging,

Deliberate staring with the intent to discomfort.

Persistent rudeness in behaviour and attitude toward a particular individual.

Asking inappropriate questions/making inappropriate comments re. personal life/family

Asking inappropriate questions/making inappropriate comments re. social life or schoolwork.

- **Interference with property, for example:**
  - Stealing/damaging books or equipment
  - Stealing/damaging clothing or other property
  - Demanding money with menaces
  - Persistently moving, hiding or interfering with property
  - Marking/defacing property
  
- **Undermining/Public or Private Humiliation, for example:**
  - Condescending tone,
  - Deliberately withholding significant information and resources,
  - Writing of anonymous notes,
  - Malicious, disparaging or demeaning comments,
  - Malicious tricks/derogatory jokes,
  - Knowingly spreading rumours,
  - Belittling others' efforts, their enthusiasm or their new ideas,
  - Derogatory or offensive nicknames (name-calling),
  - Using electronic or other media for any of the above (cyber bullying),
  - Disrespectfully mimicking a particular individual in his/her absence,
  - Deliberately refusing to address issues; focusing instead on the person.
  
- **Ostracising or isolating, for example:**
  - Deliberately marginalising an individual
  - Deliberately preventing a person from joining a group,
  - Deliberately preventing from joining in an activity, schoolwork-related or recreational
  - Blaming a pupil for things s/he did not do.



**Appendix 3**  
**Recording Bullying Behaviour**

**1. Name of pupil being and class group**

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

**Class:**

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


**3. Source of bullying concern/report**

Pupil Concerned	
Other pupil	
Parent	
Teacher	
Other	
Tick relevant box(s)	

**4. Location of incidents**

Playground	
Classroom	
Corridor	
Toilets	
Other (specify)	
Tick relevant box(s)	

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

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**6. Type of Bullying Behaviour (tick relevant Box(s))**

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

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

Homophobic	Disability/SEN related	Racist	Membership of Traveller Community	Other (specify)

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

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**9. Details of action taken**

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Signed: \_\_\_\_\_ (Relevant teacher)

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

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

Signed: \_\_\_\_\_ (Principal/Deputy  
Principal)

## Appendix 4 Checklist for annual review of the anti-bullying policy and its implementation

The Board of Management (the Board) must undertake an annual review of the school's anti-bullying policy and its implementation. The following checklist must be used for this purpose. The checklist is an aid to conducting this review and is not intended as an exhaustive list. In order to complete the checklist, an examination and review involving both quantitative and qualitative analysis, as appropriate across the various elements of the implementation of the school's anti-bullying policy will be required.

Yes /No

Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the <i>Anti-Bullying Procedures for Primary and Post-Primary Schools</i> ?	
Has the Board published the policy on the school website and provided a copy to the parents' association?	
Has the Board ensured that the policy has been made available to school staff (including new staff)?	
Is the Board satisfied that school staff are sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day to day work?	
Has the Board ensured that the policy has been adequately communicated to all pupils?	
Has the policy documented the prevention and education strategies that the school applies?	
Have all of the prevention and education strategies been implemented?	
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	
Has the Board received and minuted the periodic summary reports of the Principal?	
Has the Board discussed how well the school is handling all reports of bullying including those addressed at an early stage and not therefore included in the Principal's periodic report to the Board?	
Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	

Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	
Has the data available from cases reported to the Principal (by the bullying recording template) been analysed to identify any issues, trends or patterns in bullying behaviour?	
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	
Has the Board put in place an action plan to address any areas for improvement?	

Signed \_\_\_\_\_

Date \_\_\_\_\_

Chairperson, Board of Management

Signed: \_\_\_\_\_

Date \_\_\_\_\_

Principal



## Appendix 5

### Notification regarding the Board of Management's review of the anti-bullying policy

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

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

- The Board of Management's annual review of the school's anti-bullying policy and its implementation was completed at the Board meeting of \_\_\_\_\_ (date).
- This review was conducted in accordance with the checklist set out in Appendix 4 of the Department's Anti-bullying Procedures for Primary and Post Primary Schools.

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

Chairperson, Board of Management

Signed: \_\_\_\_\_

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

Principal



**Appendix 6**

**Sliabh a' Mhadra N.S. – Anti-bullying Policy**

**Appendix 6**

**Incident Investigation Form**

	<b>Name</b>	<b>Date of Birth</b>	<b>Class</b>
<b>Complaint(s)</b>			
<b>Pupil alleged to have been bullied</b>			
<b>Pupil(s) alleged to have bullied</b>			

**Teacher investigating:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Time:** \_\_\_\_\_

**Details of incident** (date, time, location, individuals, behaviours, actions, events)

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**Other Evidence** (incident reports, witness reports, notes etc, please attach sheets to this report if necessary)

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**Action taken** (investigation)

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**Follow up**

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**Outcome**

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Name any pupils(s) in your class that you know get called names or get teased, left out, made fun of, hurt or badly treated **more** than others:

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**Sliabh a' Mhadra N.S.**

**Anti-Bullying Campaign**

**Appendix 7**

***Regular Class Survey***

I know that being mean to someone over and over again is bullying and this is unfair. I also know that if I see or know about someone bullying others I should tell a teacher.

Name any other pupils who know about this even though they may not be doing it:

\_\_\_\_\_

Have you ever treated them this way?      Often

Sometimes

Never

Name any pupil(s) in your class who treat other pupil(s) in this way

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

Are you ever called names, teased, left out, made fun of, hurt or badly treated **more** than others

Name any pupil(s) who treat you this way: \_\_\_\_\_

Name others who know about this:

\_\_\_\_\_

What I have written above is true.

**Signed:** \_\_\_\_\_ **Date:** \_\_\_/\_\_\_/\_\_\_

**Appendix 8**

**Behavioural Report Sheet**

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

**Date**

**Behaviour**

**Action taken**


Appendix 9

Log of Actions (Meetings / Phone calls / Emails with Parent/Guardian)

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

Date	Actions

## Appendix 10

### Details of Anti-bullying elements in the various programmes used in the school

#### Junior Infants

##### RSE

We are friends 33

##### Walk Tall

My important people 42

Little Miss Angry 129

Caring and Sharing 132

#### Senior Infants

##### RSE

These are my Friends 107

##### Walk Tall

My special people 77

Our Class 79

Helping Hand Tree 83

#### First Class

##### Stay Safe

Stay Safe 7-23

Bullying 11

##### Walk Tall

I belong with my class 117

I belong 125

The rules of the classroom 66

### RSE

My Friends 23

### **Second Class**

#### Stay Safe

Stay Safe 7-23

#### Walk Tall

The influence of friends 35

Bullying 48

I'm learning to co-operate 99

I'm learning to trust 95

I'm learning to co-operate 99

### RSE

Being Friends 113

### **Third Class**

#### Stay Safe

Feeling safe and unsafe 7

Bullying 11

#### Walk Tall



Listening 34

What influences me? 123

## RSE

Sometimes friends fight 27

## **Fourth Class**

### Stay Safe

Feeling safe and unsafe 7

Bullying 11

## RSE

Bullying behavior 127

Reasons for rules 147

Myself and others 117

Problem solving 207

### Walk Tall

Taking time to listen 34

Listening for feelings 38

Viewpoints 63

People shrink from put downs 77

Groups I belong to 111

Conflicts 134

## **Fifth Class**

### Stay Safe

Feeling safe and unsafe 6

Bullying 9

### Walk Tall

Says who? 69

Part of the gang 75

Someone I admire 80

I can choose 101

### RSE

Different kinds of friends 37

## **Sixth Class**

### Stay Safe

Feeling safe and unsafe 6

Bullying 9

### Walk Tall

Group building 31

Getting to know each other 34

Handling criticism 47

### RSE

Me and my aspirations 131