



**St. Joseph's Boys' School
Terenure
Dublin 6**

Anti-Bullying Policy

Introduction

School Responsibility:	2
Rationale	2
The policy aims to:	3
Defintion of Bullying:	4
Effects of Bullying	4
Indications of Bullying Behaviour – Signs and Symptoms	4
Preventing Bullying	5
The Role of the Board of Management in Preventing Bullying:	6
Supervision and Monitoring of Pupils	6
Prevention of Harassment	6
The Role of the School Staff in Preventing Bullying	6
The Role of Parents in Preventing Bullying	7
The Role of Pupils in Preventing Bullying	8
What to do if you know that someone is being bullied	8
What you should do if you are being bullied	8
How the class can help to prevent bullying	8
Bullying Behaviour	9
Procedures for investigating bullying behaviour	9
Procedures for recording bullying behaviour	10
Intervention strategies	11
Programme of support for working with pupils affected by bullying	11
Support will be provided for those subjected to bullying in the following ways:	11
Help and support will be sought for those who engage in bullying behaviour from the following menu:	11
Protection against intimidation	12
School follow-up	12
APPENDIX A:	14
Types of bullying	14
Appendix B	15
Template for recording bullying behaviour	15
Appendix C	16

Introduction:

In accordance with the requirements of the Education (Welfare) Act 2000 and the Code of Behaviour Guidelines issued by the NEWB, the Board of Management of St. Joseph's BNS 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.

School Responsibility:

Board of Management, Principal, School Staff, Parents & Pupils.

The School Anti-Bullying Policy is subject to the following legislation and related school policies and guidelines:

- a) The Education Act 1998
- b) The Education Welfare Act 2000
- c) Education for Persons with Special Education Needs Act 2004
- d) The Children's Care Act 1991
- e) The Equal Status Acts
- f) School Code of Discipline
- g) Child Protection Procedures for Primary Schools
- h) Child Protection Policy
- i) 'Children First- National Guidelines for the Protection and Welfare of Children' 2011
- j) Anti-Bullying Procedures for Primary and Post-Primary Schools 2013
- k) Learning Support and SEN Policy
- l) Equality of Access and Participation Policy
- m) School Attendance Policy
- n) Acceptable Use Policy
- o) School Behaviour Policy

Rationale

The policy is part of the whole school discipline policy and has been prepared with the central aim of producing a safe and caring environment in which all children can develop to their full potential.

The school does not tolerate or condone bullying of any form or at any level of the school community. In keeping with its mission statement, the school promotes qualities of social responsibility, tolerance, and understanding among all its members. It is the responsibility of the school to provide the highest possible standard of education for all its pupils. A safe and secure learning environment is an essential requirement for achieving this goal.

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

- A school-wide approach;
- A shared understanding of what bullying is and its impact;
- Implementation of education and prevention strategies (including awareness raising measures) that-
 1. build empathy, respect and resilience in pupils; and
 2. 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.

The Board of Management is committed to ensuring that all members of the school community - pupils, staff, and parents are enabled to act effectively to deal with bullying behaviour.

This policy is a statement of intent which guides action and organisation within the school. It contains a clear set of aims which provides pupils, staff and parents with a sense of direction, and an understanding of the commitment of the school to deal with bullying behaviour. To enable the implementation of the policy the school has defined procedures for preventing and responding to bullying behaviour. Both the policy and the principles underpinning it will help the school community to be consistent in its approach to bullying behaviour and in promoting anti-bullying values.

It is hoped that through the implementation of this policy that parents and guardians of a pupil who is a victim of bullying will have the confidence to inform the school, and that parents of pupils who are bullying will understand and assist the school in helping to resolve the problem.

The policy aims to:

- (1) To raise an awareness of bullying as a form of unacceptable behaviour with school management, teachers, non-teaching staff, pupils, parents/guardians.
- (2) To make the school a safe and happy environment for all pupils, staff and parents.
- (3) To further create and maintain a school ethos which encourages children and parents to recognise, disclose, discuss and deal appropriately with incidents of bullying behaviour.
- (4) To ensure that procedures are in place for noting, reporting, investigating, and dealing with incidents of bullying behaviour and that the school community is informed of the procedures.
- (5) To ensure a quick and effective response from the school to reported incidences of bullying.
- (6) To incorporate into our school programme positive action towards countering bullying behaviour and towards raising self-esteem, and respect for each other.
- (7) To evaluate the effectiveness of school policy on anti-bullying behaviour.

Defintion of Bullying:

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

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

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

- deliberate exclusion, malicious gossip and other forms of relational bullying,
- cyber-bullying and
- identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the traveller community and bullying of those with disabilities or special educational needs.

Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's code of behaviour.

However, in the context of this policy, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the school's code of behaviour.

Additional information on different types of bullying is set out in Appendix A of this policy.

Effects of Bullying

Bullying behaviour can affect pupils in many different ways. When pupils are bullied their lives may be made miserable. They may suffer injury. They may be unhappy about coming to school. They may lose self-confidence and self esteem, blaming themselves for the bullying behaviour. Some children may experience stressful symptoms such as stomach aches and headaches, nightmares or panic attacks. (This form of unhappiness is likely to affect their concentration and learning). If unchallenged other pupils can learn that bullying is a quick and effective way of getting what they want. Bullying in this way can pervade the relationship between pupils and be seen as normal.

Indications of Bullying Behaviour – Signs and Symptoms

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

- Anxiety about travelling to and from school - requesting parents to drive or collect them, changing route of travel, avoiding regular times for travelling to and from school.
- Unwillingness to go to school, refusal to attend, mitching.
- Deterioration in educational performance, loss of concentration and loss of enthusiasm and interest in school.
- Pattern of physical illnesses (e.g. headaches, stomach aches).

- Unexplained changes either in mood or behaviour. It may be particularly noticeable before returning to school after weekends or more especially after longer school holidays.
- Visible signs of anxiety or distress - stammering, withdrawing, nightmares, difficulty in sleeping, crying, not eating, vomiting, bedwetting.
- Spontaneous out-of-character comments about either pupils or teachers.
- Possessions missing or damaged.
- Increased requests for money or stealing money.
- Unexplained bruising or cuts or damaged clothing.
- Reluctance and/or refusal to say what is troubling him.

Those signs do not necessarily mean that a pupil is being bullied. If repeated or occurring in combination, these signs warrant investigation in order to establish what is affecting the child.

Preventing Bullying

The school aims through this policy to create a school atmosphere and environment which will help to prevent bullying. Appendix C lists some practical tips and actions that the school employs to help build a positive school culture and climate and to help prevent and tackle bullying behaviour. This can be achieved if all the members of the school community - management, staff (teaching and non-teaching), parents and pupils work together and support each other in an effort to prevent it. The treatment of bullying behaviour will also be instrumental in dealing with the problem and will also influence its prevention.

All members of the school community have a role to play in the prevention of bullying.

The Role of the Board of Management in Preventing Bullying:

The Board of Management is responsible for ensuring that all members of the school community are enabled to deal effectively with bullying. The Board is committed to providing time and resources for the implementation of the policy.

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 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.

In accordance with the recommendations outlined in 'Children First- National Guidelines for the Protection and Welfare of Children' 2011, the Board will ensure that serious incidents of bullying will be reported to the HSE, Children & Family Services.

The Role of the School Staff in Preventing Bullying

The school staff has a crucial role to play in preventing bullying.

As a staff we will:

- Strive through a programme of positive action throughout the school day to foster an atmosphere of friendship, respect and tolerance.
- Build self-esteem among the individual pupils and their groups by celebrating individual differences, achievements, acknowledging and rewarding good behaviour and manners and providing opportunities for success throughout the curriculum and school.
- Help pupils to develop empathy by discussing feelings and trying to put themselves in the place of others.
- Develop relationships with pupils based on mutual respect and trust so that pupils will have confidence in the school staff.
- Respond sensitively and caringly to pupils who disclose incidence of bullying.
- Use behavioural management strategies which focuses on problem solving and enable pupils to take an active role in finding a solution to problems.
- Discuss the school's anti-bullying policy with the pupils.
- Be vigilant and monitor pupils who are considered at risk of being bullied.
- Investigate all disclosed incidents of bullying.

We will encourage pupils:

- To develop tolerance and to have mutual respect for each other.
- To report incidents of bullying to their parents and teachers.
- To accept differences in other pupils.
- To accept that it is wrong to hurt others physically, verbally or psychologically.

The education and prevention strategies (including strategies specifically aimed at cyber- bullying and identity-based bullying including in particular, homophobic and transphobic bullying) that will be used by the school are:

- (i) The school's Religion Programme.
- (ii) The Social Personal and Health Education Programme aims at fostering the personal development, health and well-being of children with a view to helping them create and maintain supportive relationships and to become responsible citizens.
- (iii) The Stay Safe and Walk Tall Programmes of the school have modules which specifically deal with bullying.
- (iv) Aistear
- (v) The Expressive Arts Programme - drama, art, project work allows opportunities for teachers and pupils to explore the importance of positive social behaviour.
- (vi) Circle time
- (vii) Discrete lessons on internet safety
- (viii) Posters and books addressing cyber-bullying freely available and on display around the school
- (ix) Anti-Bullying websites – DES, Webwise etc.

The Role of Parents in Preventing Bullying

Parents have a most important role in helping their children and school to prevent and deal with bullying. Parental co-operation is vital for the effective treatment of it. Parents can provide very useful help as a source of back-up to strategies which are designed to limit, prevent and treat bullying. When parents support and co-operate with the school strategies, the greater is the likelihood of the strategies working.

Parents should:

- (i) Encourage positive behaviour in their children and discourage negative behaviour both at home and at school.
- (ii) Encourage them to solve difficulties without resorting to aggression.
- (iii) Encourage them to share, to be kind, to be caring, and to be understanding towards others.
- (iv) Be vigilant
 - Watch out for signs and symptoms that your child is being bullied or is bullying others.
 - Don't dismiss your instincts as being wrong.
 - Discuss the school's anti-bullying policy with their child.
 - Support the school in its efforts to prevent and treat bullying.

What to do if your child is being bullied:

- Discuss the experience with your child to find out the precise details of what has happened.
- Reassure him that you and the school will help him.
- Discuss with him what to do next - he may be able to suggest strategies for dealing with it.
- Encourage him to tell his teacher.
- Contact the school as soon as possible.
- Follow-up to ensure that the matter is dealt with and resolved.

The Role of Pupils in Preventing Bullying

For pupils:

- Don't be involved in bullying.
- Help the school and its teachers to prevent bullying.

What to do if you know that someone is being bullied

- Tell a teacher (privately if necessary)
- Tell your parents - they will contact the school.
- Talk to the person who is being bullied - you may be able to help him.
- Reject bullying behaviour among your friends - tell them that it is wrong to bully.
- Help the bullied person to get away from the situation.
- Know and follow the school code of behaviour.

What you should do if you are being bullied

- Tell the teacher immediately.
- Tell your parents when you get home.
- Help the teacher to investigate it.
- Tell a friend about what is happening.
- Tell the bully to stop.

How the class can help to prevent bullying

- As a class group you can decide that you will not tolerate bullying and that you reject it.
- As a group you can support a person who is being bullied.
- You can decide that it is class policy to tell the teacher.
- As a class you can ask the bully to stop.
- With the permission of your teacher you can appoint anti-bullying officers.

According to the *Anti Bullying Procedures for Primary and Post Primary Schools (September 2013)* the relevant teacher for investigating and dealing with bullying at Primary level will normally be the class teacher.

Bullying Behaviour

Procedures for investigating bullying behaviour

St. Joseph's BNS procedures adhere to the following guidelines from *Anti-Bullying Procedures for Primary and Post Primary Schools*:

1. The primary aim for the relevant class 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 class 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 secretaries, special needs assistants (SNAs), caretakers, traffic wardens and cleaners must be encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant class 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; 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.
10. 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.
11. 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.
12. It may also be appropriate or helpful to ask those involved to write down their account of the incident(s).
13. 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.
14. 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.

15. 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.
16. 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.
17. 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 B**.
18. 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
19. 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.
20. 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.

Procedures for recording bullying behaviour

All records must be maintained in accordance with relevant data protection legislation. The school's procedures for noting and reporting bullying behaviour must adhere to the following:

1. While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant class teacher, the relevant teacher will use his/her professional judgement in relation to the records to be kept of these reports, the actions taken and any discussions with those involved regarding same.
2. If it is established by the relevant class 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 relevant class teacher must use the recording template at **Appendix B** to record the bullying behaviour in the following circumstances:

- 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
- where the school has decided that in certain circumstances bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable.
- In each of the circumstances at (a) and (b) above, the recording template at **Appendix B** must be completed in full and retained by the teacher in question and a copy provided to the Principal or Deputy Principal as applicable. **It should also be noted that the timeline for recording**

bullying behaviour in the recording template at Appendix B does not in any way preclude the relevant teacher from consulting the Principal or Deputy Principal at an earlier stage in relation to a case

Intervention strategies

In dealing with cases of bullying the particular aspect of each situation will be identified and strategies will be put in place to deal with it. Some pupils affected by bullying 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 it is needed. Pupils involved in bullying behaviour need assistance on an on-going basis. Learning strategies applied within the school specifically allow for the enhancement of the pupil's self-worth. Pupils who engage in bullying behaviour may need counselling to help to learn other ways of meeting their needs without violating the rights of others.

Programme of support for working with pupils affected by bullying

Support will be provided for those subjected to bullying in the following ways:

- By offering them an immediate opportunity to talk about their experience with their teacher or other teacher.
- By offering them continuing support when they feel they may need it.
- By assuring them of the willingness of the school community to support them.
- By establishing monitoring procedures to safeguard them.
- By informing their parents/guardians of what has happened and of the measures being taken to help them
- By encouraging them to report further incidences if they occur.
- By arranging follow-up meetings in order to restore relationships.

Help and support will be sought for those who engage in bullying behaviour from the following menu:

- By speaking with them to discover why they became involved.
- By informing their parents/guardians.
- By continuing to work with them in order to modify their behaviour.
- By utilizing the school code of behaviour.
- By making efforts for the student to see the problem from the victim's point of view.
- By involving special education support through resource or learning support teaching.
- By seeking the advice of the National Education Psychological Service.
- By referral to relevant external agencies and authorities where appropriate.

Protection against intimidation

It is school policy that pupils be protected against intimidation, victimisation or discrimination as a result of disclosing information or assisting in an investigation. Any pupil who is involved in retaliation against a pupil will be subject to the school Code of Discipline.

Serious instances of bullying behaviour will, in accordance with the *Children First* and the *Child Protection Procedures for Primary and Post-Primary Schools*, be referred to the HSE Children and Family Services and/or Gardaí as appropriate.

School follow-up

- Incidents of bullying will be used as opportunities for re-enforcing the anti-bullying policy of the school.
- Follow-up meeting will take place to determine if treatment is succeeding and in order to restore relationships.

This policy was adopted by the Board of Management on _____

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.

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

Signed: _____ Signed: _____
(Chairperson of Board of Management) (Principal)

Date: _____

Date of next review: _____

Signed: _____ Date: _____
Chairperson
Board of Management

APPENDIX A:

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.

Appendix B

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))*

C

Pupil concerned	<input type="checkbox"/>
Other Pupil	<input type="checkbox"/>
Parent	<input type="checkbox"/>
Teacher	<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"/>
Other	<input type="checkbox"/>

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

--

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

Physical Aggression	<input type="checkbox"/>	Cyber-bullying	<input type="checkbox"/>
Damage to Property	<input type="checkbox"/>	Intimidation	<input type="checkbox"/>
Isolation/Exclusion	<input type="checkbox"/>	Malicious Gossip	<input type="checkbox"/>
Name Calling	<input type="checkbox"/>	Other (specify)	<input type="checkbox"/>

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

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Brief Description of bullying behaviour and its impact

--

9. Details of actions taken

--

Signed _____ (Relevant Teacher) Date _____

Date submitted to Principal _____

Appendix C Building a positive school culture and climate

The following are some practical tips for immediate actions that can be taken to help build a positive school culture and climate and to help prevent and tackle bullying behaviour.

- Model respectful behaviour to all members of the school community at all times.
- Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.
- Display key respect messages in classrooms, in assembly areas and around the school. Involve pupils in the development of these messages.
- Catch them being good - notice and acknowledge desired respectful behaviour by providing positive attention.
- Consistently tackle the use of discriminatory and derogatory language in the school – this includes homophobic and racist language and language that is belittling of pupils with a disability or SEN.
- Give constructive feedback to pupils when respectful behaviour and respectful language are absent.
- Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.
- Explicitly teach pupils about the appropriate use of social media.
- Positively encourage pupils to comply with the school rules on mobile phone and internet use. Follow up and follow through with pupils who ignore the rules.
- Actively involve parents and/or the Parents' Association in awareness raising campaigns around social media.
- Actively promote the right of every member of the school community to be safe and secure in school.
- Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas.
- All staff can actively watch out for signs of bullying behaviour.
- Ensure there are adequate playground/school yard/outdoor supervision.
- School staff can get pupils to help them to identify bullying “hot spots” and “hot times” for bullying in the school.
- Hot spots tend to be in the playground/school yard/outdoor areas, changing rooms, corridors and other areas of unstructured supervision.
- Hot times again tend to be times where there is less structured supervision such as when pupils are in the playground/school yard or moving classrooms.
- Support the establishment and work of student councils.