# *St. Tola's N.S.*
# *Anti-Bullying Policy*
# *2023/2024*

## School Position on Bullying:

At St. Tola's N.S., the school community believes that each pupil has a right to an education free from fear and intimidation.

The school regards bullying as a serious infringement of individual rights and a serious threat to the self-esteem and self-confidence of targeted pupil(s). Therefore, it does not tolerate bullying of any kind.

The Department of Education's *Wellbeing Policy Statement and Framework for Practice 2019* in combination with the *Cineáltas: Action Plan on Bullying (see appendix)* provide a blueprint for our vision and action plan (see appendix) to ensure that children, through their lifetime in the education system, will have an experience of education that is free from bullying and that enhances, promotes, values and nurtures their wellbeing.

Every report of bullying is treated seriously and dealt with, having due regard for the well-being of the targeted pupil(s) and the perpetrator(s).

An **'Anti-Bullying Team,'** made up of staff members, as well as members of the student body through the Student Council, exists to cultivate an environment free from bullying.

The immediate priority, should a bullying incident occur, is ending the bullying, (*thereby protecting the person(s) being targeted*) and resolving the issues and restoring the relationships involved insofar as is practicable using a "Reform, not Blame" approach.

All pupils are expected to contribute to the creation and maintenance of a safe environment in the school. On becoming aware of any bullying situation, in or outside the school, involving members of the school community they should notify a trusted responsible adult. Bullying behaviour is too serious not to report.

Pupils' participation in school life in general is encouraged through existing school structures. Awareness of bullying, and willingness to take action to prevent or stop it, is part of this participation.

# *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 St. Tola's 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 targeted behaviour, online or offline, that causes harm. The harm*
>
> *caused can be physical, social and/or emotional in nature. Bullying behaviour is*
>
> *repeated over time and involves an imbalance of power in relationships between*
>
> *two people or groups of people in society. (Cineáltas: Action Plan on Bullying, 2022)*

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

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

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

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

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

Additional information on different types of bullying is set out in Section 2 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools (See Appendix 1)*

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

- Principal - Ms. Smyth
- Deputy Principal - Ms. Stenson. Acting DP: Laura Kelleghan
- All class teachers
- Relevant Teacher is the teacher that witnesses bullying or to whom bullying is reported. The teacher on the yard is the relevant teacher.
- Anti-bullying coordinator (Ms. Smith) will report at every staff meeting.

### __Any teacher may act as a relevant teacher if circumstances warrant it.__

5. The education and prevention strategies (including strategies specifically aimed at cyber-bullying, homophobic and transphobic bullying) that will be used by the school are as follows (see Section 6.5 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

### Education and prevention strategies

**School-wide approach:**
- A **school-wide approach** to the fostering of respect for all members of the school community. (See Appendix 5)
- Developing a welcoming environment within the school and also in the wider school community that has a culture of promoting inclusion, equality, respect and diversity with zero tolerance for bullying (Cineáltas)
- 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.
- **Access to safe places within the school- Creating anti-bullying 'zones' and providing a 'Friendship Bench'** with support from school staff available to all pupils. Children are encouraged to communicate to a staff member that they have an issue and that they would like to use the Friendship Bench located beside the Sensory Room. There are Friendship chairs in the yard for any child who would like a friend/ group at break time.
- An **annual audit** of professional development needs with a view to assessing staff requirements through internal staff knowledge/expertise and external sources.

- **School wide awareness raising** and training on all aspects of bullying, to include pupils, parent(s)/guardian(s) and the wider school community. (See Appendix 6)
- **Supervision and monitoring** of classrooms, corridors, school grounds, school tours and extra- curricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers. Supervision will also apply to monitoring student use of communication technology within the school.
- **Involvement of the student council (est. 2021)** 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.
- The school's **anti-bullying policy** is discussed with pupils and all parent(s)/guardian(s)s are given a copy as part of the **Code of Behaviour** of the school (every year). The code of behaviour and anti-bullying policies are also available on our website [www.sttolasdelvin.com](http://www.sttolasdelvin.com)
- The implementation of regular (e.g. per year/per term/per month/per week) **whole school awareness measures** e.g. the promotion of friendship, and bullying prevention; annual Friendship Week and parent(s)/guardian(s) seminars; regular school assemblies by principal.
- **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.:
  - o   Direct approach to the teacher at an appropriate time, for example after class.
  - o   Hand note up with homework.
  - o   Feelings or Worry box?
  - o   Get a parent(s)/guardian(s) or friend to tell on your behalf.
  - o   Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- **Clear protocols** to encourage parent(s)/guardian(s) to approach the school if they suspect that their child is being bullied.
- Implementation of the school's **Acceptable Use Policy/Remote Learning Policy** in the school to include the necessary steps to ensure that the access to technology within the school is strictly monitored and the pupils' use of mobile phones is strictly prohibited.
- The **listing of supports** currently being used in the school and the identification of other supports available to the school e.g. cyberbullying (Don't Be Mean Behind Your Screen - Paula O' Connor), personal safety and cyberbullying by community Garda, web wise presentation for parents, anti-bullying campaign.

**Implementation of curricula**
- An inclusive curriculum, which includes education on diversity and respect for other cultures, antiracism and an increased awareness of unconscious bias for the whole school community
- The full implementation of the **SPHE** curriculum and the **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. Stay Safe Programme, The Walk Tall Programme.
- Targeted delivery of lessons on **Cyberbullying** and **Diversity and Interculturalism** at the appropriate class levels.

- 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.

**Links to other policies**
School policies, practices and activities that are particularly relevant to bullying, e.g. Code of Behaviour, Child Protection Statement, Supervision of pupils, Acceptable Use policy, Attendance Policy, Data protection, record keeping and RSE.

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:

**Procedures for Investigating and Dealing with Bullying**

**The primary aim in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame)**

**The school's procedures must be consistent with the following approach.**
Every effort will be made to ensure that all involved (including pupils, parent(s)/guardian(s)) understand this approach from the outset.

**Reporting bullying behaviour**

- Any pupil or parent(s)/guardian(s) may bring a bullying incident to any teacher in the school. Incident report forms will be kept in all classrooms and in the office and are completed thereafter.
- All reports will be investigated and dealt with by the relevant teacher or if appropriate the classroom teacher of the children involved.
- Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher.

**Investigating and dealing with allegations of bullying behaviour:**
- The Relevant Teacher investigates the allegation of bullying behaviour with a view to establishing the facts and bringing any such behaviour to an end.  In investigating and dealing with allegations of bullying, the (relevant)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;

- The school, through the relevant teacher, reserves the right to ask any teacher to write an account of what happened as part of an investigation. This does not necessarily imply that a pupil is guilty of misbehaviour.

- The relevant teacher(s) then conducts a whole class survey in the classes involved in the alleged bullying behaviour.

- Following the class survey the alleged perpetrator is interviewed by the class teacher. 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. 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;

- 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;

- Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to him/her how he/she is in breach of the school's anti-bullying policy and efforts should be made to try to get him/her to see the situation from the perspective of the pupil being bullied;

- It must also be made clear to all involved (each set of pupils and parent(s)/guardian(s)) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parent(s)/guardian(s) and the school;

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

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

- When an investigation is completed and/or a bullying situation is resolved the 'Relevant Teacher' will complete a report, to include the findings of the investigation, the strategy

adopted and the outcome of the intervention, as well as any other relevant information. This information is recorded on the back of the Incident report form and on the Appendix 3 document which is filed and stored by the Principal.

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

● All documentation regarding bullying incidents and their resolution is retained securely by the relevant teacher during investigation and is handed over to the Principal thereafter. A copy of the incident report and action taken is filed in the pupils' profile folder which is stored in a locked filing cabinet in the relevant classroom.

## Sanctions:

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

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

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

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

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

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

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

## Follow up and recording

● In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of his/her professional judgement, take the following factors into account:
   o Whether the bullying behaviour has ceased;
   o Whether any issues between the parties have been resolved as far as is practicable;
   o Whether the relationships between the parties have been restored as far as is practicable;
   o Any feedback received from the parties involved, their parent(s)/guardian(s)s or the school Principal or Deputy Principal

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

● Where a parent(s)/guardian(s) is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent(s)/guardian(s) must be referred, as appropriate, to the school's complaints procedures.

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

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

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

### Informal- pre-determination that bullying has occurred
- All staff must keep a written record of any incidents witnessed by them or notified to them on the incident report form. Incident report forms will be kept in all classrooms and in the office. All incidents must be reported to the relevant teacher.
- While all 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 the same. This is recorded on the back of the Incident Report Form.
- The relevant teacher must inform the principal of all incidents being investigated.

### Formal Stage 1-determination that bullying has occurred
- If it is established by the relevant teacher that bullying has occurred, the relevant teacher must keep appropriate written records (Incident report form from the anti bullying campaign programme) which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.
- The school in consultation with the relevant teacher/s should develop a protocol for the storage of all records retained by the relevant teacher.

### Formal Stage 2-Appendix 3 (From DES Procedures)
The relevant teacher must use the recording template at **Appendix 3** to record the bullying behaviour in the following circumstances:

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

b) Where the school has decided as part of its anti-bullying policy that in certain circumstances bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable.

When the recording template is used, **it must be retained by the relevant teacher in question and a copy maintained by the principal.** Due consideration needs to be given to where these records are kept, who has access to them, and how long they will be retained. Decisions around record keeping should be noted in this policy.

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

- Ending the bullying behaviour,
- Changing the school culture to foster more respect for bullied pupils and all pupils,
- Changing the school culture to foster greater empathy towards and support for bullied pupils,
- Indicating clearly that the bullying is not the fault of the targeted pupil through the awareness-raising programme,
- Indicating clearly that the bullying is not the fault of the targeted pupil through the speedy identification of those responsible and speedy resolution of bullying situations,
- After resolution, enabling bullied pupils to complete a victim-impact statement,
- Helping bullied pupils raise their self-esteem by encouraging them to become involved in activities that help develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school).
- If pupils require counselling or further supports the school will endeavour to liaise with the appropriate agencies to organise same, i.e. NEPS, School Completion Programme, HSE, Family Counselling Services in Galway City.

**Bullying pupils:**

- Making it clear that bullying pupils who reform are not blamed or punished and get a 'clean sheet,'
- Making it clear that bullying pupils who reform are doing the right and honourable thing and giving them praise for this,
- Making adequate counselling facilities available to help those who need to learn other ways of meeting their needs besides violating the rights of others,
- Helping those who need to raise their self-esteem by encouraging them to become involved in activities that develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school),
- Using learning strategies throughout the school and the curriculum to help enhance pupils' feelings of self-worth,
- In dealing with negative behaviour in general, encouraging teachers and parents to focus on, challenge and correct the behaviour while supporting the child,
- In dealing with bullying behaviour seeking resolution and offering a fresh start with a 'clean sheet' and no blame in return for keeping a promise to reform.

**8. Supervision and Monitoring of Pupils**

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

**9. Prevention of Harassment**

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

10. This policy was adopted by the Board of Management on 18th November 2021.

11. This policy has been made available to school personnel, published on the school website www.sttolasdelvin.com.A copy of this policy will be made available to the Department and the patron if requested.

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

Signed: _Séamus Ó hÉanaigh_                    _Eileen Smyth_

      (Chairperson of Board of Management)      (Principal)

Date:  4th October 2023

Date of next review: October 2024

**Appendix 1**

**Examples of bullying behaviours:**

| General behaviours which apply to all types of bullying | <ul><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> |
|---|---|
| Cyber | <ul><li>**Denigration**: Spreading rumors, lies or gossip to hurt a person's reputation</li><li>**Harassment**: Continually sending vicious, mean or disturbing messages to an individual</li><li>**Impersonation**: Posting offensive or aggressive messages under another person's name</li><li>**Flaming**: Using inflammatory or vulgar words to provoke an online fight</li><li>**Trickery**: Fooling someone into sharing personal information which you then post online</li><li>**Outing**: Posting or sharing confidential or compromising information or images</li><li>**Exclusion**: Purposefully excluding someone from an online group</li><li>**Cyber stalking**: 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> |

| Identity Based Behaviours<br>Including any of the nine discriminatory grounds mentioned in Equality Legislation (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community). | |
| --- | --- |
| **Homophobic and Transgender** | • Spreading rumours about a person's sexual orientation<br>• Taunting a person of a different sexual orientation<br>• Name calling e.g. Gay, queer, lesbian...used in a derogatory manner<br>• Physical intimidation or attacks<br>• Threats |
| **Race, nationality, ethnic background and membership of the Traveller community** | • Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background<br>• Exclusion on the basis of any of the above |
| **Relationale** | This involves manipulating relationships as a means of bullying. Behaviours include:<br>• Malicious gossip<br>• Isolation & exclusion<br>• Ignoring<br>• Excluding from the group<br>• Taking someone's friends away<br>• "Bitching"<br>• Spreading rumours<br>• Breaking confidence<br>• Talking loud enough so that the victim can hear<br>• The "look"<br>• Use or terminology such as 'nerd' in a derogatory way |
| **Sexual** | • Unwelcome or inappropriate sexual comments or touching<br>• Harassment |
| **Special Educational Needs, Disability** | Name calling<br>• Taunting others because of their disability or learning needs<br>• Taking advantage of some pupils' vulnerabilities and limited capacity to recognise and defend themselves against bullying<br>• Taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and social cues.<br>• Mimicking a person's disability<br>• Setting others up for ridicule |

## **Appendix 2: Incident Report for Recording a Bullying Incident**

Name of child being bullied: _____. Date Reported: _____.

Class: _____.          D.O.B: _____.

Class Teacher: _____.

Suspected Bullying reported by: _____.

Child who is doing the bullying: _____. Class: _____.

Details:

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Parents of the child doing the bullying were informed          YES [   ]          (Please tick)

Outcome of the meeting with the parents of the child who is                    doing the bullying:

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Plan for stopping the bullying & moving forward positively

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Signed:  _____          _____
          (Class Teacher)                                                    Eileen Smyth  (Principal)

Date: _____          Date: _____

# 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)) *

(tick relevant box(es)) *

| | |
|---|---|
| Pupil concerned | |
| Other Pupil | |
| Parent | |
| Teacher | |
| Other | |

| | |
|---|---|
| Playground | |
| Classroom | |
| Corridor | |
| Toilets | |
| School Bus | |
| Other | |

**4. Location** of incidents:

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

|  |
|---|
|  |

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

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

**7. 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: _____       Date: _____
        (Relevant teacher)

Date submitted to Principal/Deputy Principal: _____


**\* Note:** The categories listed in the tables 3, 4 & 6 are suggested and schools may add to or amend these to suit their own circumstances.

# Appendix 4  Template for recording bullying behaviour by parents

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

Name _____Class_____

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

_____

_____

_____

(tick relevant box(es)) *

**3. Source** of bullying concern/report
(tick relevant box(es)) *

| | |
|---|---|
| Pupil concerned | |
| Other Pupil | |
| Parent | |
| Teacher | |
| Other | |

| | |
|---|---|
| Playground | |
| Classroom | |
| Corridor | |
| Toilets | |
| School Bus | |
| Other | |

**4. Location** of incidents

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

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

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

**7. 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**

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Signed: _____     Date: _____
         (Parent / Guardian)

Date submitted to Principal/Deputy Principal: _____

**\* Note:** The categories listed in the tables 3, 4 & 6 are suggested and schools may add to or amend these to suit their own circumstances.

# Appendix 5- St. Tola's Action Plan for Anti-Bullying based on the 9 Core Components of *'Cineáltas Action Plan'.*

*A Whole Education Approach: A link with wellbeing- 9 Core Components of a whole-education approach to effectively reduce bullying and cyberbullying.*

| | Components | Actions |
|---|---|---|
| 1. | Evidence of monitoring school bullying and evaluation of responses | See above. |
| 2. | Student empowerment and participation | Students as members of the Student Council. Members include children who represent the diversity in the school, fostering an inclusive school community. A focus will be on creating a culture and school environment that is welcoming to all voices, cultures and identities. The SC will work to promote inclusion, equality, respect and diversity with zero tolerance for bullying amongst the student body. Student council members would work with their respective classes to hear the thoughts/ ideas/opinions and voices of their peers on the topic of bullying in order to develop anti-bullying awareness activities/events/ideas.<br><br>Bullying buddies- The potential for student mentors to play a role in preventing and reporting bullying in schools.<br><br>Student members of a wellbeing committee/ anti-bullying committee and/or Student council work towards creating a School Culture and Values Declaration, (a Cineáltas Charter) which outlines our school's culture and values and how we can help to prevent and address bullying. Competition to develop a school phrase or motto that reflects our Cineáltas Charter.<br><br>School environment- Creating a safe space through the use of posters and anti-bullying quotes and images. |
| 3. | Collaboration and partnerships between the education sector and a range of partners (other government sectors, nongovernmental organisations, academia, digital platforms) | Barnardos- https://www.barnardos.ie/resources/bullying/<br>Free ebooks on the topic of bullying https://shop.barnardos.ie/collections/free-ebooks?page=4<br><br>Free resources and information on Tackle Bullying for teachers https://tacklebullying.ie/resources/<br><br>Shield Self Evaluation Tool (2024/2025)<br><br>Internet safety and Anti-bullying talks |
| 4. | Reporting mechanisms for student affected by bullying, together with support and referral services | Directly teaching the '*how to'* when reporting bullying- acting out the scenario in drama/SPHE lessons. Identifying that it is important to report if you are a **bystander**. Reporting on behalf of another student.<br><br>The development of a range of effective approaches within our school to enable the safe reporting of bullying behaviour. Reporting anonymously? (page 18 of Cineáltas)<br><br>The need for reporting of all alleged bullying incidents, including details of the type of bullying behaviour and the approach to addressing it outlined in our Code of Behaviour |
| 5. | Involvement of all stakeholders in the school community, including parents | The importance of engagement with parents in recognition of their key role in preventing and addressing bullying<br><br>- Using SeeSaw/ Google classroom/ School website to share students' work on |

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| | | anti-bullying campaigns/events/lessons etc throughout the year *(not just during anti bullying week but promoting and displaying the message of zero tolerance for bullying all year round)*<br><br>Provision of accessible information on supports to prevent and address bullying for children and young people, parents and school staff (School website/ Talks) |
| 6. | Curriculum, learning and teaching to promote a caring (that is an anti bullying) school climate | Teachers ensure an **inclusive curriculum,** which includes education on diversity and respect for other cultures, antiracism and an increased awareness of unconscious bias for the whole school community<br>Using stories/books in lessons which reinforce the message of inclusion and equality, and that reflect the evolving nature of society, especially for junior classes.<br><br>Lessons: The effects of bullying.<br><br>Developing students' self-confidence and emotional literacy to support them in reporting bullying behaviour through 'Talk About' 'Walk Tall' 'Stay Safe', 'RSE' and similar programmes.<br><br>Make Noise- Primary resources 2023-<br>https://bulliesout.com/wp-content/uploads/2023/09/Make-a-Noise-Primary-2023.pdf |
| 7. | Safe psychological and physical school and classroom environment | The importance of positive relationships across the whole school community to promote empathy, understanding and respect.<br><br>The importance of all school staff keeping a 'watchful eye' on the children in their care with all school staff being confident in their knowledge of best practice in how to address bullying behaviour. Communicating and recording concerns effectively when they arise.<br><br>The importance of students' being able to identify a trusted adult (or if not adult, a bully buddy, a mentor, student council member, sibling or friend)  in relation to disclosure of incidents of bullying. |
| 8. | Strong political leadership and robust legal and policy framework to address bullying, school violence and violence against children in general | Government level |
| 9. | Training and support for teachers addressing bullying and student centered and caring classroom management | Continued CPD for teachers to develop skills to prevent and address bullying/ The importance of school staff being trained to implement a range of appropriate responses to alleged bullying behaviour |

# Appendix 6- Action Plan- Actions and activities to promote anti-bullying within St. Tolas N.S.

| Actions and activities to promote anti-bullying within St. Tolas N.S. | |
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| **General:** | <ul><li>Modeling of desired behaviour – respect is key.</li><li>SCP – Targeted groups & individuals for social skills, self-esteem etc.</li><li>Parent courses, talks and resources available- ensuring communication lines are open.</li><li>Extra-curricular activities; hurling, football, cross country etc. for targeted students</li><li>Links with the community – GAA Club, Karate, Cross Country</li><li>Curricular – each child is given the opportunity to succeed; differentiation, playing to strengths and interests.</li><li>Incredible Years – Some staff are trained but all are aware of prevention strategies and use them daily. The ethos of the school is to focus on the positive and promote positive behaviour and student interaction.</li><li>Assemblies –, celebrating achievements, showcasing talents, celebrating milestones, praising positive and respectful behaviour.</li><li>Worry Box/Feelings Box in class, pupils are encouraged to write or draw their emotion/feeling and the teacher will best support on 1/1 or group or whole class basis.</li><li>Email & School Website – showcase our successes, keeping parents informed, highlighting achievements; individuals, groups and the whole school.</li><li>Awareness amongst staff; each September staff meeting (and regularly throughout the year) behaviour is discussed and it is ensured that all are aware of procedures.</li><li>All school staff are asked to monitor children and report any concerns to the relevant teacher.</li><li>Whole School Initiatives: Internal & external Friendship Benches to encourage pupils to sit amongst friends and to share how they are feeling</li><li>Feel Good Friday is an extremely popular activity which pupils relish, this includes DJ Daragh song day, DEAR day, wear odd socks to school day and many other creative ideas to promote student wellbeing.</li><li>Whole School Wellbeing Week</li><li>Staff initiatives e.g.  – Anti-bullying CPD training.</li><li>Staff relations – social committee organise events.</li><li>Internet Safety – Paula gives parent sessions on internet safety</li><li>Cybersafekids webinar for children and parents</li><li>Supervision – Monitoring effectively on yard- promoting positive student relationships. On wet days these adults circulate around the classrooms and monitor behaviour.</li><li>Student council (initiated  in 2021)</li><li>Best line on yard & PE equipment for each class group. Point system with rewards.</li><li>Play-stations on yard/gym (Buddy Systems) with older children acting as play leaders.</li><li>Whole school awareness measures:<ul><li>Friendship week</li><li>Maths/Literacy/Science for Fun</li><li>Anti-bullying surveys</li><li>Assembly awards</li><li>Anti-bullying parent's session</li><li>Random act of kindness week</li><li>SPHE curriculum – walk tall, stay safe & RSE</li></ul></li><li>Strong culture of telling, pupils and parents are always encouraged to communicate issues to teachers. Our strong communication links with parents is very helpful with this, they are never afraid to call, email or talk to staff if problems arise.</li><li>Principal 'meet and greet' in the morning.</li><li>Anti-bullying policy – clear and structured guidelines for teachers, parents and pupils – expectations are clear.</li></ul> |

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| | ● DFL – discipline for learning – step system – clear boundary setting. |
| **By Month** | **Action/Activities Monthly Outline** |
| | Anti-bullying *Motto of the Month* shared at school assembly <br><br> Classrooms have a dedicated display area for the motto of the month. As part of mindfulness/wellbeing, students in each class colour and display the motto. <br> Class teachers choose one or two to be laminated and displayed around the school from each class to promote anti-bullying awareness while developing a positive and safe school environment. |

| By Month | Action/Activities | Motto |
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| September | SPHE: teachers focus on directly teaching a clear definition of bullying. <br><br> Wellbeing/emotional literacy/ self-esteem/ friendship building/ teaching of school rules and how to report bullying- focus on friendships and identifying friends who could help you to report bullying. | Motto: <br><br> Let Us All Cheer, Bullying Is Not <br><br> Accepted Here |
| October | *Be a part of the Puzzle for change:* <br> - give every student in your classroom a small piece of a large puzzle shape to write their name on and decorate with markers and other art supplies. Sense of Belonging/Togetherness. | See it. Stop it. <br> Be a part of the change. |
| November | Creation of distinct 'bully free zones' both inside and outside of the school using 'Bully Free Zone' displays. | Bullies Are Not Cool, bullies are Just Cruel |
| December | Friendship Friday/Mentor or buddy system <br><br> Some time is set aside for 'open play' on a Friday between older and younger classes. <br><br> Some rules: The students can't play with their best friends, but instead have to branch out and socialize with other children in their class (supported by older students) and/or older students (acting as mentors/buddies). They are encouraged to engage in peer building experiences such as reading books, playing games etc.Younger students would be enabled to share any worries/concerns/ bullying incidents with older student buddies/mentors in this time. | Bullying Is Bad, It Makes Others Feel Sad |
| January | Students create a *Be a Buddy Not a Bully* Pledge/promise-eg.  I pledge to *be a reporter if I see bullying / be a good friend / never hurt others on purpose* etc…. Pledges can be displayed in classrooms and.or around the school and are signed by students. Students are given a sticker (or similar) to wear to show they are against bullies and they have made a pledge. | Be a Buddy, Not a Bully |

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| February | Love month! Acts of kindness in classrooms and between classrooms.<br><br>Challenges (give someone in another class a kind smile, a note, a compliment. Play with someone you have never played with before etc.)<br><br>Creation of a 'kindness chain' either at classroom or whole school level: Each time you catch a student doing something kind, ask them to write it on a piece of construction paper with their name and add it to the 'kindness chain'. | Speak out to stay safe |
| March | 1st Thursday in March- World book day:<br><br>Book talk: Teachers choose a book on the topic of anti-bully for a classroom read aloud appropriate for their age group. (Example, Dragon and the Bully – Steve Herman).<br><br>Older students could read to younger students and do a mini lesson on bullying using the chosen book.<br>Some ideas could include:<br><br>● Tease Monster: A Book About Teasing Vs. Bullying<br>● Nobody!: A Story About Overcoming Bullying in Schools<br>● I Am Enough<br>● Weird!: A Story About Dealing with Bullying in Schools<br>● Stand in My Shoes: Kids Learning About Empathy | Bully-Free, The Way to Be! |
| April | Designate an Anti-Bully Tree- Locate a tree near the entrance of your school and decorate it with anti-bullying messages and quotes. Ask students to add their own messages of love, kindness, and hope throughout the year to create a lasting symbol of acceptance for everyone who enters the building to see. | Go and say no to bullying |
| May | Self-esteem/ confidence building:<br><br>Promote Acceptance and Self-Esteem<br><br>Activity- write 3 'I love ___ about me' statements (ie. I love that I practice hard at music and I am getting better each day) | Be kind, words don't rewind. |
| June | Reflection activity: Draw/write about your experience this year engaging in anti-bullying activities. Which did you enjoy? What was your favorite? Why? Possible certificates for students who kept their pledge/promise well. 'I am a buddy, never a bully' or similar. | Bullies never win. |