

Anti-Bullying Policy

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. Luke'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. 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 following key principles of best practice in preventing and tackling bullying behaviour:

- A positive school culture and climate which-
 - a) Is welcoming of difference and diversity and is based on inclusivity.
 - b) Encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment.
 - c) 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-
 - a) Build empathy, respect and resilience in pupils; and
 - b) Explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and Trans phobic bullying.
- Effective supervision and monitoring of pupils.
- Support for staff.
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies)
- On-going evaluation of the effectiveness of the anti-bullying policy.

Rationale

This policy is in place in order to ensure that pupils' rights to learn in a supportive, caring and safe environment are fulfilled, without the fear of being bullied. St. Luke's NS has a clear policy on the promotion of respect for everyone. All staff and pupils are aware that bullying is not acceptable behaviour. This policy promotes this belief and provides clear strategies for teachers, pupils and parents to deal with bullying in a firm, fair, clear, prompt and positive manner.

Aims of the Policy

- To raise awareness of bullying as a form of unacceptable behaviour with school management, teachers, all staff, pupils, parents/guardians.
- To create a school ethos which encourages children to disclose and discuss incidents of bullying behaviour.
- To ensure comprehensive supervision and monitoring measures through which all areas of school activity are kept under observation.
- To develop procedures for noting, investigating and dealing with incidents of bullying behaviour.
- To implement a programme of support for those affected by bullying behaviour and for those involved in bullying behaviour.
- To work with appropriate agencies in countering all forms of bullying and anti-bullying behaviour.

- To increase cooperation between home and school regarding the issue of bullying.
- To foster the development of a sense of responsibility and self discipline in pupils based on respect among all members of the school community.
- To share the task with parents/guardians of equipping pupils with the necessary skills to deal with others in a respectful manner.

Definition of Bullying

Dept. of Education and Science guidelines define bullying as: **repeated aggression, verbal, psychological or physical, conducted by an individual or group against others.**

Isolated incidents of aggressive behaviour, which should not be condoned, can scarcely be described as bullying.

However, when the behaviour is systematic and ongoing it is bullying and any pupil can be a victim or a perpetrator of bullying.

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

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

- Deliberate exclusion, malicious gossip and other forms of relational bullying,
- Cyber-bullying
- 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 may 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*. Please see Appendix 1 of this document also.

Roles and Responsibilities

ALL teachers, including mainstream and learning support teachers, in St. Luke's NS are responsible for investigating, recording and dealing with incidences of bullying in our school.

Education and Prevention measures

The education and prevention strategies (including strategies specifically aimed at cyber-bullying and identity-based bullying including in particular, homophobic and trans phobic

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*):

- SPHE – Stay Safe and Walk Tall, along with relevant lessons from other SPHE programmes (Friends for Life), will be utilized to enable teachers to raise awareness about all aspects of bullying and teach strategies to help pupils in addressing any problems if and when they arise.
- The Webwise programme will be taught at all class levels
- In allowing the use of websites where they are part of an online community e.g. Scratch, pupils will be taught the importance of using these in a responsible manner to build empathy, respect and resilience in pupils.
- Children will be given opportunities in Speech & Drama lessons to explore the skills needed to build self-esteem.
- Tolerance will be fostered through discussion, Role Play and drama in SPHE, RE and Speech & Drama.
- The Stay Safe Programme will be taught annually.
- Parents and Teachers will attend information evenings and /or courses when opportunities arise.
- The PA will be encouraged to organise speakers for children and parents on the topic of bullying in general and cyber-bullying in particular.

Procedures for Investigation, Follow-up and Recording

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:

- The primary aim for the relevant teacher in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame).
- 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.
- All reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher. In that way pupils will gain confidence in 'telling'. This confidence factor is of vital importance. It should be made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly.
- Non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners will be encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher.
- Parents and pupils are required to cooperate 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.
- It is very important that all involved (including each set of pupils and parents) understand the above approach from the outset.
- Teachers will take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents.
- Incidents are generally best investigated outside the classroom situation to ensure the privacy of all involved.
- All interviews will 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 will seek answers to questions of what, where, when, who and why. This will 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 will, if appropriate, be interviewed individually at first. Thereafter, all those involved will be met as a group. At the group meeting, each member will 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 they may face from the other members of the group after an 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 parents of the parties involved will 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 will give parents an opportunity to discuss ways in which they can reinforce or support the actions being taken by the school.
 - Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it will be made clear to him/her how he/she is in breach of the school's anti-bullying policy and efforts will 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 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.
 - 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.
 - 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.
 - 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:
 1. Whether the bullying behaviour has ceased.
 2. Whether any issues between the parties have been resolved as far as is practicable.
 3. Whether the relationships between the parties have been restored as far as is practicable.
 4. Any feedback received from the parties involved, their parents or the school Principal or Deputy Principal.
 - 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.
 - 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

The Board of Management must ensure that the school has clear procedures for the formal noting and reporting of bullying behaviour and these must be documented in the school's anti-bullying policy. 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:

- While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant 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 the same.
- 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 relevant teacher must use the recording template 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.

In each of the circumstances at (a) and (b) above, the recording template 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 (Appendix 3) 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.

Bullying as part of a continuum of behaviour

Bullying behaviour can be part of a continuum of behaviour rather than a stand-alone issue and in some cases behaviour may escalate beyond that which can be described as bullying to serious physical or sexual assault or harassment. To ensure that any such cases are dealt with appropriately, should this situation arise, the relevant teacher, Principal or deputy Principal will refer to the school's Code of Behaviour with regard to making a referral to relevant external agencies and authorities where appropriate. In cases where this school has serious concerns in relation to managing the behaviour of a pupil, the advice of the National Education Psychological Service (NEPS) should be sought.

Referral of serious cases to the HSE

In relation to bullying in schools, Children First National Guidance for the Protection and Welfare of Children 2011 (Children First) and the Child Protection Procedures for Primary and Post-Primary Schools provide that in situations where "the incident is serious and where the behaviour is regarded as potentially abusive, the school must consult the HSE Children and Family Social Services with a view to drawing up an appropriate response, such as a management plan".

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.

In line with the provision under Child Protection Procedures for Primary and Post-Primary Schools, where it states that if school personnel have concerns about a child but are not

sure whether to report the matter to the HSE, should this situation arise, the Designated Liaison Person will seek advice from the HSE Children and Family Social Services.

Supports for pupils affected by bullying

A programme of support for pupils who have been bullied must be in place. Such pupils may need counselling and/or opportunities to participate in activities designed to raise their self-esteem, to develop their friendship and social skills and thereby build resilience whenever this is needed.

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

Pupils who observe incidents of bullying behaviour should be encouraged to discuss them with teachers.

The school's programme of support for working with pupils affected by bullying is as follows (see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*) :

- Consistent delivery of the modules on Bullying in the Stay Safe Programme and Walk Tall Programme
- Use of Circle Time to discuss bullying and examples of bullying
- Use of Role Play
- Use of praise and encouragement to promote self-esteem and feelings of self-worth
- Celebrating children's talents and creating an environment where children can celebrate and show appreciation for each other's abilities, talents and achievements
- If deemed appropriate, the Learning Support team could work on a Self-esteem programme with an individual or with a group (such as Friends for Life/Fun Friends).
- Advice could be sought from NEPS

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.

Ratification of Policy, Review and Monitoring

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

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 BOM) (Principal)

Date: 7/11/23 Date: 07/11/23

Date of next review: October 2024

Appendix 1: Types of Bullying

Types of Bullying

- **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 10 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 2: Anti-Bullying Guidelines for Pupils, Teachers and Parents

What is bullying?

Bullying can mean many different things. Bullying can take many forms, but its aim is always to make a person feel upset, intimidated or afraid and if this happens again and again it is bullying.

These are some ways children and young people have described bullying:

- being called names
- being teased
- being pushed or pulled about
- being hit or attacked
- having your bag and other possessions taken and thrown around
- having rumours spread about you
- being ignored and left out
- being forced to hand over money or possessions.

Children can get bullied

- at school – in the playground, in class or in the toilets
- on their way to and from school
- on the bus

What does it feel like to be bullied?

Bullying hurts. It makes you scared and upset. It can make you feel embarrassed in front of others. It can make you feel that you are all alone and that you have no friends. It can make you so worried that you can't work well at school. Some children have told us they have skipped school to get away from it. It can make you feel that you are no good, that there is something wrong with you. People who bully you can make you feel that it's your fault but it is not your fault - it is their fault. (The label 'bully' for a bullying child is problematic. The word 'bully' as a verb for the action is better, e.g. a child who bullies.)

Why do some people bully?

There are a lot of reasons why some people bully. They may see it as a way of being popular, or making themselves look tough and in charge.

Some bullies do it to get attention or to get something, or to make other people afraid of them. Others might be jealous of the person they are bullying. They may even be getting bullied themselves.

Some people, who bully, may not even understand how wrong their behaviour is or how it makes the person being bullied feel.

Why are some young people bullied?

Some young people are bullied for no particular reason, but sometimes it's because they are different in some way – perhaps it's the way they talk, their size, their looks, their name or just because they are very good at something.

Sometimes young people are bullied because the bullying person thinks they won't stand up for themselves.

If you're being bullied what can you do?

Always remember – It's not your fault! It's the bullying person who has the problem, not you. Don't put up with bullying. Ask for help.

- **Believe in yourself.** Don't believe what the bullying person says of you. You know that's not true.
- **Say 'no' emphatically,** then walk away
- **Check out your body language.** Practise walking with confidence, standing straight with head held high and taking deep breaths.
- **Practice assertiveness.** Stand tall, look the bully in the eye, breathe steadily, speak calmly and firmly. This can help you to feel stronger, and also makes you look more confident.
- **Don't suffer in silence** – talk to someone you trust. It always helps to share a problem and to know that you are not alone. In schools and clubs, adults in charge have to pay attention to any complaints you make about being bullied.
- **If an adult is bullying you, then look for help from another adult you can trust.** You have rights, and you must insist on them. There are rules and procedures to deal with adults who bully at home, in school, in sport clubs and where people work. If you are too nervous, take along a friend.
- **Choose when to resist.** Sometimes the only sensible thing to do is to give in. Just get away and tell someone.
- **Try not to use violence.** It never solves anything, and usually just makes the situation worse.
- **Keep a diary.** Keep a record of details – who, where, when, how – as this will make it easier for you when you tell your story.
- **Have an answer ready.** Well chosen words can often make a bullying person look foolish, and that's the last thing they want!
- **Try not to show you are upset or angry** (even if you are). Reacting to the bullying person is only giving them what they want.
- **If there's a gang or group involved try to approach each person on their own,** rather than when they're together. If you talk straight to them, you'll probably find that they're not so confident without the protection of the group.
- **Ask your friends to support you.** People who bully don't like being outnumbered or isolated.
- **Try to make new friends** if the ones you have at the moment seem to enjoy trying to make you feel bad.
- **Change your routine.** Try to avoid being on your own in places where you are likely to be picked on.

Do you bully others?

- Have you ever hurt someone on purpose?
- Have you ever used your size or strength to win against someone weaker?
- Do you repeat rumours, even if you're not sure they're true?
- Have you ever tried to turn your friends against someone?
- Have you ever watched others bullying someone without doing anything to stop it?

- Have you ever used the excuse 'I was only messing' when you knew you weren't 'only messing'?

If answering these questions made you feel uneasy, maybe you should look at the way you treat other people.

Talking to someone always helps.

Choose a trusted friend or maybe one of the organisations listed in this booklet.

Remember that bullying is always wrong – feeling good shouldn't mean having to make someone else feel bad.

Signs of bullying

As an adult, what are the signs I should look out for?

One of the most terrible effects of bullying is that the bullied child will very often deny that it's happening.

It's important that you don't put even more pressure on a child who may be bullied. Forcing someone to tell when they don't want to can itself be a form of bullying. **But there are certain signs to look out for if you have suspicions.**

These can include:

- A change in behaviour, such as suffering a lack of concentration and/or becoming withdrawn, excessively clingy, depressed, fearful, emotionally up and down
- Afraid and anxious when going to or coming from school
- Happy at the weekend but not during the week. A drop in performance in school.
- Physical signs: stomach aches, headaches, sleep difficulties, bedwetting, bruising
- Bingeing on food
- Unexplained bruises
- School performance steadily getting worse
- Being generally nervous, tense, unhappy
- Not explaining suspicious incidents
- Signs of being isolated from others of the same age
- Signs of regular interference with personal property, books, etc.
- Frequently asking for (or perhaps stealing) money.

Although these can also indicate problems other than bullying, it's important that you don't ignore them. Try to encourage the child to talk about what's going on, either to you or to another trusted adult.

How to approach the subject

- Broach the subject obliquely, giving the victim the option to talk about it or not
- Let them know that you are willing to listen at any time
- When they start to talk, listen carefully to what they have to say
- Once they begin to discuss the bullying, it may seem to be all they can talk about. Be patient and let them go on – it's better for them to let it all out than to bottle it up.

What to do next

- Don't over-react – victims need rational advice and help, not emotional overload
- Believe the victim. No one should have to put up with bullying.
- Ask victims if they have any suggestions about changing the situation
- Contact the school as soon as you are satisfied that the allegation is well founded
- Seek advice from an individual or a support group with experience in this area.

What should I do if my child is being bullied?

- Discuss bullying openly and regularly with your children – don't wait for them to raise the issue.
- Thank the child for disclosing the problem. Confidence is the first casualty of bullying, so let your child know you believe them and will support them. Tell them it's not their fault.
- Listen carefully. Don't rush the story. Show you are concerned and sympathetic.
- Get all the details – what, who, when, where, etc.
- Write down the details and check the information with your child. This will be important for any meetings which may come later.
- Take action. Don't wait to see if it all blows over.
- Make appropriate changes that may help prevent your child being singled out and to build their confidence at the same time (e.g. new clothes, different hairstyle, etc.)
- Seek professional help if necessary (e.g. speech therapy, dental work, etc.)
- Bring your information to the relevant authority, and insist on getting an adequate response.

How do I approach the School?

- Make an appointment
- Speak to an appropriate teacher as soon as possible.
- Don't exaggerate. Be honest and stick to the facts as you understand them.
- Use your notes to make sure you don't forget to mention any important points.
- Recognise that you may be upset when you speak to the teacher.
- Accept that your child may not have told you all the facts, and that there may be another side to the story.
- Ask for a copy of the school's policy on bullying.
- Find out what action the school intends to take.
- Arrange for a follow-up meeting with the teacher to measure any improvement in the situation.
- After the meeting, you may wish to make a note of what was agreed and send a copy to the teacher.
- If you are not happy with the teacher's response, you can make an appointment to see the principal.
- If you still feel dissatisfied having talked to the principal, you may contact members of the Board of Management who are there to represent your interests.

How can I tell if my child bullies others?

Here are some indicators of bullying behaviour:

- a tendency to bully family members
- being a victim of bullying
- regularly witnessing bullying behaviour in their environment
- being frequently short-tempered and/or aggressive
- having past experiences which can still cause negative feelings
- bringing home items that you know weren't bought

- speaking of others in a negative way, perhaps on the basis of their appearance or beliefs of social status
- showing an interest in violent behaviour
- showing little sensitivity towards others
- having low self esteem
- being the subject of previous complaints or suggestions of bullying behaviour

Although these can also indicate problems other than bullying, it's important that you don't ignore them. Try to encourage the child to talk about what's going on, either to you or another trusted adult.

Directory of Support Services

Anti-Bullying Centre	(01) 6082573
CAB – Campaign Against Bullying	(01) 2887976
Childline Freephone	1800 666660
Irish Association for Counselling and Psychotherapy	(01) 2300061
ISPCC	(01) 6794944
The National Association for Parents Support (NAPS)	(0502) 20598
Parentline (Parents under Stress)	(01) 8733500
Samaritans (Callsave)	1850 609090
Sticks and Stones Theatre Company	(01) 2807065
Trinity College Dublin – Anti-Bullying Research Centre	(01) 6601011
Victim Support	1800 661771

Some Useful Websites

Bullying @ school information – www.scre.ac.uk/bully

Bullying information on Bullying Child/Parents/Teachers www.lfcc.on.ca/bully

Bullying in schools www.ericeece.org/pubs/digests/1997/banks97

What Parents should know about Bullying – www.accesseric.org/resources/parent/bully

Anti-Bullying Campaign Tools for Teachers - www.antibullyingcampaign.ie

Appendix 3: Template for Recording Bullying Behaviour

1. Name of pupil being bullied and class group

Name _____ Class _____

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

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

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

4. Location of incidents (tick relevant box(es))*

Playground	<input type="checkbox"/>
Classroom	<input type="checkbox"/>
Corridor	<input type="checkbox"/>
Toilets	<input type="checkbox"/>
School Bus	<input type="checkbox"/>
Other	<input type="checkbox"/>

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

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

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

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

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

8. Brief Description of bullying behaviour and its impact

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9. Details of actions taken

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Signed _____ (Relevant Teacher) Date _____

Date submitted to Principal/Deputy Principal _____

