

# Anti-Bullying Policy

## Faithlegg National School – 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 Faithlegg N.S. has adopted the following anti-bullying policy (to include anti cyber-bullying) 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 recognizes 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;
    - explicitly address the issues of cyber-bullying and identity-based bullying, including in particular, homophobic and transphobic bullying (bullying targeted at those perceived to be in the LGBTIQ community);
  - (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);
  - (i) On-going evaluation of the effectiveness of the anti-bullying policy.

### **3. Definition 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 behaviour are included in the definition of bullying:*

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

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

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

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

- **Appendix 1** gives a list of specific examples of bullying & cyber-bullying behaviour which are relevant to Faithlegg N.S. This list is not exhaustive.
- **Appendix 2** gives a list of specific examples of identity-based bullying.

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#### 4. Investigation and Dealing with Bullying

**The relevant staff in Faithlegg N.S. are:**

- all Class Teachers, and relevant SET Teachers
- Principal/Deputy Principal and SNAs

\* If there is a bullying incident that involves children in more than one class, the class teachers of both or all children involved will investigate and will act as the 'relevant staff.' The class teachers will jointly decide on the form the investigation will take. They will also jointly decide if it is necessary to proceed with an Appendix 3 form.

**Any teacher may act as relevant staff if circumstances require/warrant it.**

#### 5. Education and Prevention Strategies

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

- School-wide approach
- Implementation of curricula
- Use of Resources
- Other Supports
- **See Appendix 3 – Education and Prevention Strategies.**
- **See Appendix 4 – Practical Tips for Building a Positive School Culture and Climate.**

#### 6. 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.

### **(A) Reporting bullying behaviour**

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

### **(B) Procedures for Investigating and dealing with incidents are as follows: (see section 6.8.9)**

- In investigating and dealing with bullying, the (relevant)teacher will exercise their professional judgement to determine whether bullying has occurred and how best the situation might be resolved;
- Parent(s)/guardian(s) and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible;
- Teachers should take a calm, unemotional problem-solving approach.
- Where possible incidents should be investigated outside the classroom situation to ensure the privacy of all involved;
- All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way;
- When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner;
- If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements; The group meeting will end with a statement from the teacher that there are to be no repercussions as a result of any statement made during this meeting;
- 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 (these supports may include the following:
  - 1) the statement made by the teacher at the end of the group meeting that there are to be no repercussions as a result of anything said at the group meeting,
  - 2) a reminder by the teacher that he/she is always available to discuss any issues that may arise afterwards- this discussion may include examples of how this communication might take place (e.g. talk directly to teacher, tell their parents and ask their parents to talk to the teacher, send a note to the teacher, ask a trusted person/friend to talk to the teacher on your behalf)
  - 3) a discussion about taking time to identify who else you may ask to help you if you feel under pressure from anybody (e.g. a family member, other teacher or staff member etc);
- 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 by the relevant teacher (i.e. usually the class teacher)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;

### **(C) Follow up and recording**

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

### **Recording of bullying behaviour**

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

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

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

- All staff must keep a written record of any incidents witnessed by them or notified to them. All incidents must be reported to the relevant teacher. The relevant teacher will keep this written record with his/her own records. **See Appendix 5 or teacher incidents' note book.**
- While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher must keep a written record of the reports, the actions taken and any discussions with those involved regarding same
- The relevant teacher must inform the principal of all incidents being investigated. Relevant teachers are encouraged to discuss their action plan with the principal before the investigation begins.

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

- If it is established by the relevant teacher that bullying has occurred, the relevant teacher must keep appropriate written records which will assist their efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.
- A copy of these informal notes will be given to the Principal/Deputy Principal

### **Formal Stage 2-Appendix 3 (From DES Procedures)**

The relevant teacher must use the recording template at **Appendix 5** 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.

The following is a list of behaviours that must be recorded in an Appendix 3 (**Appendix 5**) form and reported immediately to the principal/deputy principal:

- placing a once-off hurtful or offensive 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;
- where it is felt that the physical threat to the child is very great,
- where serious physical bullying has taken place;
- where a child may be self-harming or very seriously distressed as a result of the bullying.

This list is not exhaustive.

### **(D) Established intervention strategies**

- Teacher interviews with all pupils
- Negotiating agreements between pupils and following these up by monitoring progress. This can be on an informal basis or implemented through a more structured mediation process
- Working with parent(s)/guardian(s) to support school interventions
- No Blame Approach
- Circle Time
- Restorative interviews

## **7. Working with Pupils affected by Bullying**

The school's programme of support for working with pupils affected by bullying is as follows (see Section 6.8.16 of the Anti-Bullying Procedures for Primary and Post-Primary Schools):

- Bullied children are reassured from the outset that they are not to blame.
- Strategies for restoring self-esteem are explored between teacher and parent/guardian.

- All in-school supports and opportunities will be provided for the pupils affected by bullying (both parties) to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience e.g.
  - Buddy / Peer mentoring
  - Group work, such as Circle Time
  - Work in small groups with SET staff
- The school may suggest to parents that they seek referrals to appropriate outside agencies in order to receive further support/counselling for the pupil and their family if needed. This may be for the pupil effected by the bullying or involved in the bullying behaviour.
- Pupils should be helped understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to staff.

The school can't be responsible for disagreements between pupils that happen outside the school grounds, but will make reasonable efforts to cooperate with parents in assisting them to resolve the issue.

## **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 as are reasonably practicable to prevent the sexual harassment of pupils or staff or the harassment of pupils or staff on any of the nine grounds specified i.e. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

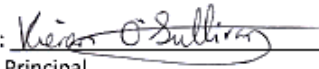
**10.** This policy was adopted by the Board of Management on 6<sup>th</sup> December 2022. It is/has been reviewed annually since.

**11.** 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 to the patron if requested.

**12.** This policy and its implementation will be reviewed by the Board of Management regularly &/or every school year. A record of the review and its outcome will be made available, if requested, to the patron, the Department, parents and staff.

Signed:   
Chairperson, Board of Management

Date: 06/12/2022

Signed:   
Principal

Date: 06/12/2022

## Appendix 1- Bullying can take a number of forms.

These may include any of the following (this list is not exhaustive):

<p><b>General behaviours which apply to all types of bullying</b></p>	<ul style="list-style-type: none"> <li>• Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc.</li> <li>• Physical aggression</li> <li>• Damage to property</li> <li>• Name calling</li> <li>• Slagging</li> <li>• The production, display or circulation of written words, pictures or other materials aimed at intimidating another person</li> <li>• Offensive graffiti</li> <li>• Extortion</li> <li>• Intimidation</li> <li>• Insulting or offensive gestures</li> <li>• The “look” (e.g. threatening looks, throwing eyes to heaven etc.)</li> <li>• Invasion of personal space</li> <li>• A combination of any of the types listed</li> <li>• This is not an exhaustive list</li> </ul>
<p><b>Cyber</b></p>	<ul style="list-style-type: none"> <li>• <b>Flaming:</b> Using inflammatory or vulgar words to provoke an online fight</li> <li>• <b>Harassment:</b> Continually sending vicious, mean or disturbing messages to an individual</li> <li>• <b>Cyber Stalking:</b> Repeatedly sending messages that include threats of harm or are highly intimidating or engaging in other on-line activities that make a person afraid for his or her own safety</li> <li>• <b>Denigration:</b> Spreading rumours, lies or gossip to hurt a person’s reputation</li> <li>• <b>Impersonation:</b> Posting offensive or aggressive messages under another person’s name</li> <li>• <b>Outing:</b> Posting or sharing confidential or compromising information or images</li> <li>• <b>Trickery:</b> Fooling someone into sharing personal information which you then post online</li> <li>• <b>Exclusion:</b> Purposefully excluding someone from an online group</li> <li>• Silent telephone/mobile phone call</li> <li>• Abusive telephone/mobile phone calls</li> <li>• Abusive text messages</li> <li>• Images sent to others to make the victim feel threatened or embarrassed.</li> </ul>

	<ul style="list-style-type: none"> <li>• Abusive email.</li> <li>• Abusive communication on social networks e.g. Snapchat/Instagram/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> <li>• This is not an exhaustive list.</li> </ul>
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## Appendix 2- Identity Based Behaviours

<b>Including any of the nine discriminatory grounds mentioned in Equality Legislation</b> (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).	
<b>Homophobic and Transgender</b>	<ul style="list-style-type: none"> <li>• Spreading rumours about a person's sexual orientation</li> <li>• Taunting a person of a different sexual orientation</li> <li>• Name calling e.g. Gay, queer, lesbian...used in a derogatory manner (See pg. 5 of PDST Booklet 'Sexual Orientation-advice for primary schools attached at Appendix 1)</li> <li>• Physical intimidation or attacks</li> <li>• Threats.</li> </ul>
<b>Race, nationality, ethnic background and membership of the Traveller community</b>	<ul style="list-style-type: none"> <li>• Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background.</li> <li>• Exclusion on the basis of any of the above.</li> </ul>
<b>Relational</b>	<p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"> <li>• Malicious gossip</li> <li>• Isolation &amp; exclusion</li> <li>• Ignoring</li> <li>• Excluding from the group</li> <li>• Taking someone's friends away</li> <li>• Spreading rumours</li> <li>• Breaking confidence</li> <li>• Talking loud enough so that the victim can hear</li> <li>• The "look" (e.g. threatening looks, throwing the eyes to heaven etc.)</li> <li>• Use or terminology such as 'nerd' in a derogatory way</li> </ul>
<b>Sexual</b>	<ul style="list-style-type: none"> <li>• Unwelcome or inappropriate sexual comments or touching</li> <li>• Harassment</li> </ul>
<b>Special Educational Needs, Disability</b>	<ul style="list-style-type: none"> <li>• Name calling</li> <li>• Taunting others because of their disability or learning needs</li> <li>• Taking advantage of some pupils' vulnerabilities and limited capacity to recognise and defend themselves against bullying</li> <li>• Taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and social cues.</li> <li>• Mimicking a person's disability</li> <li>• Setting others up for ridicule.</li> </ul>



## Appendix 3 – Education and Prevention Strategies:

### School-wide Approach

- A school-wide approach to the fostering of respect for all members of the school community.
- The promotion of the value of diversity to address issues of prejudice and stereotyping, and highlight the unacceptability of bullying behaviour.
- The fostering and enhancing of the self-esteem of all our pupils through both curricular and extracurricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.
- Whole staff professional development on bullying to ensure that all staff develops an awareness of what bullying is, how it impacts on pupils' lives and the need to respond to it- prevention and intervention.
- An annual discussion of professional development needs, with a view to assessing staff requirements through internal staff knowledge/expertise and external sources.
- Professional development with specific focus on the training of the relevant teacher(s).
- School wide awareness raising and training on all aspects of bullying, to include pupils, parent(s)/guardian(s) and the wider school community.
- Supervision and monitoring of classrooms, corridors, school grounds, school tours and 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 and/ or Senior Classes, in contributing to a safe school environment e.g. Buddy system, mentoring, Lunchtime Pals and other student support activities that could/can help to support pupils and encourage a culture of peer respect and support.
- Development and promotion of an Anti-Bullying code/motto for the school-to be displayed publicly in classrooms &/or in common areas of the school.
- The school's anti-bullying policy is discussed with pupils and all parent(s)/guardian(s) have a copy made available as part of the Code of Behaviour of the school.
- The implementation of regular whole school awareness measures e.g. a dedicated notice board in the school and/or classrooms on the promotion of friendship, and bullying prevention; annual Friendship Week; regular school or class group assemblies by principal/deputy principal.
- Encourage a culture of 'helping by 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:
  1. Direct approach to teacher at an appropriate time, for example after class.
  2. Hand note up with homework.
  3. Make a phone call to the school.
  4. Get a parent(s)/guardian(s) or friend to tell on your behalf.
  5. Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.

- The communication of the school's Acceptable Use of ICT, to include the necessary steps to ensure that the access to technology within the school is strictly monitored, as is the pupils' use of mobile phones.

### **Implementation of Curricula**

- The full implementation of the SPHE curriculum and the RSE and Stay Safe Programmes.
- Social skills class
- Teacher designed Anti-Bullying lessons
- 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
- School wide delivery of lessons on Cyber Bullying (Be Safe-Be Web wise, Web wise Primary teachers' resources), Diversity and Interculturalism.

### **Resources available related to the SPHE curriculum include:**

'Preventing Classroom Bullying: What Teachers Can Do,' by Jim Wright  
 Helping Children Deal With Bullying, by Jenny Mosley & Helen Sonnet  
 Helping Children Deal With Anger, by Jenny Mosley & Helen Sonnet  
 Helping Children Deal With Conflict, by Jenny Mosley & Helen Sonnet  
 Socially Speaking: A pragmatic social skills programme for primary pupils, by Alison Schroeder  
 101 Games for Self-Esteem, by Jenny Mosley & Helen Sonnet  
 101 Games for Social Skills, by Jenny Mosley & Helen Sonnet  
 Self-Esteem Games, by Barbara Sher  
 Bullying: A whole-school approach, By Amelia Suckling & Carla Temple  
 Understanding School Bullying: A Guide for Parents and Teachers, by Mona O'Moore  
 Prim-Ed Bullying Books (Lower, Middle and Upper)  
 Prim-Ed Bullying in a Cyber World (Early Years, Lower, Middle, Upper)  
 Prim-Ed book on Conflict Resolution (Upper Primary)  
 Stay Safe Programme (www.staysafe.ie)  
 'I Feel Bullied' picture book by Jen Green  
 Zippy's Friends Programme  
 Stop!Think!Do! Programme  
 Friends for Life Programme

### **Useful Websites**

[www.spunout.ie](http://www.spunout.ie)  
[www.childnet.int.org](http://www.childnet.int.org)  
[www.kidsmart.org.uk/beingsmart](http://www.kidsmart.org.uk/beingsmart)  
[www.antibullying.net](http://www.antibullying.net)  
[www.bbc.co.uk/schools/bullying](http://www.bbc.co.uk/schools/bullying)  
<http://ie.reachout.com>  
[www.childline.ie/index.php/support/bullying/1395](http://www.childline.ie/index.php/support/bullying/1395)  
[www.abc.tcd.ie](http://www.abc.tcd.ie)  
[www.chatdanger.com](http://www.chatdanger.com)  
[www.sticksandstones.ie](http://www.sticksandstones.ie)  
[www.kidpower.org](http://www.kidpower.org)

### **Other Supports available:**

Barnardos  
 NEPS Support  
 PDST support  
 Webwise  
 Community Garda: Respectful Online Communication Programme

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**

Other policies &/or school guidance that may be relevant to the anti-bullying policy include the following: Code of Behaviour, Child Protection Policy, Supervision of Pupils, Attendance Strategy, Acceptable Use of ICT.

## **Appendix 4 Practical tips for 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 this is belittling of pupils with a disability or SEN.
- Give constructive feedback to pupils when respectful behaviour or respectful language is ignored.
- 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 is 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.
- Support the establishment and work of student councils.

**Faithlegg N.S. Appendix 5. 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 concern**

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**6. Type of Bullying/Concerning 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. Brief Description of behaviour and its impact**

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**8. Details of actions taken**

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

Date submitted to Principal: \_\_\_\_\_

**Notification regarding the Board of Management’s annual review of the anti-bullying policy**

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

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

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

Signed: \_\_\_\_\_  
Chairperson, Board of Management

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

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

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