



O'BRENNAN NS

Anti-Bullying Policy

Reviewed on 3rd October 2024



Anti-Bullying Policy - O'Brennan NS

School Position on Bullying

The O'Brennan 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.

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 Michelle White, Michelle Broderick, Aine Brennan, Sinéad O'Sullivan and Eileen Hanifin , 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 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 O'Brennan NS 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 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 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;
 - 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 –
 - Build empathy, respect and resilience in pupils; and
 - Explicitly address the issues of cyber-bullying and identity-based bullying;
 - Effective supervision and monitoring of pupils;
 - Supports for staff;
 - Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
 - On-going evaluation of the effectiveness of the anti-bullying policy
3. In accordance with the *Anti-Bullying Procedures for Primary and Post-Primary Schools* bullying is defined as follows:

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

The following types of 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.

This definition includes a wide range of behaviour, whether verbal or written, whether physical or social, whether targeting person or property, whether carried out directly or indirectly or through any electronic or other medium, which could harm a pupil or undermine her/his self-esteem or self-confidence.

Appendix 1 gives a list of specific examples of bullying behaviour. This list is not exhaustive.

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

4. The relevant teacher(s) for investigating and dealing with bullying in O'Brennan NS are all members of the teaching staff, Anti Bullying Committee and the Principal and Deputy Principal thereafter if necessary.
5. **Education and Prevention Strategies**
 - The school will utilise a range of education and prevention strategies to encourage good behaviour and discourage bullying. We will seek to develop a positive school culture in the following ways:
 - 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.
 - The school will promote engagement in co-operative yard games during break times to foster respect and co-operation between class groups. Eg. Play works, Move Well Move Often Games, PDST Co-Operative games.

- Display key respect messages in classrooms, in assembly areas and around the school and involve pupils in the development of these messages.
- Each year the school will hold an **Anti-Bullying Week**.
- Explicitly teach children about the various forms of bullying through the SPHE Curriculum. Some children may not be aware of the impact that their behaviour is having on other children.
- Each year the school will hold '**Friendship Week**.'
- The school will endeavour to enhance children's coping skills and resilience by addressing these issues through the curriculum. Eg. 'Friends for Life Programme & 'Weaving Wellbeing.'
- Children are reminded that O'Brennan NS is a "**telling school**". Children are encouraged to speak to their parents about school.
- The school will actively encourage children to say nice, positive things about each other.
- The school will endeavour to empower each child to tell another child if their behaviour towards them is impacting on them negatively.
- The school will also actively seek to encourage children to resolve their own differences in so far as possible. This will be done by teaching them about communicating respectfully and effectively with one another. The school will also seek to promote and enhance children's ability to resolve issues and conflict by themselves.
- Assemblies will be held each month where class teachers will reward good work and performance in their respective classes. This will help to reinforce and enhance children's sense of self-esteem.
- 'Catch them being good' - notice and acknowledge desired respectful behaviour by providing positive attention.
- Consistently tackle the use of discriminatory and derogatory language in the school –this includes homophobic and racist language and language that is belittling of pupils with a disability or SEN.
- Give constructive feedback to pupils when respectful behaviour and respectful language are absent.
- Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.
- Explicitly teach pupils about the appropriate use of social media.
- Positively encourage pupils to comply with the school rules on mobile phone and internet use. Follow up and follow through with pupils who ignore the rules.
- Actively involve parents and/or the Parents' Council 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 will actively watch out for signs of bullying behaviour.
- As self-esteem is a major factor in determining behaviour, we will, through both our curricular and extra-curricular programmes, provide pupils with opportunities to develop a positive sense of self-worth.
- Lessons concerning Internet Safety/Cyber Bullying and personal information protection will be taught to children during the course of the year.
- The school will provide children and parents with a **biennial cyber-bullying workshop**.
- Staff members will be made more aware of what cyber bullying is and how to identify it.
- Parents will be provided with information and advice on bullying eg guest speakers.
- We will raise pupils' awareness and understanding of bullying, including its causes and effects, taking particular account of the needs of pupils with disabilities or with SEN. Approaches to decreasing the likelihood of bullying for pupils with SEN will include improving inclusion, focusing on developing social skills, paying attention to key moments such as transitioning from primary to post-primary and cultivating a good school culture which has respect for all and helping one another as central.
- We will use the elements of the SPHE curriculum which make specific provision for exploring bullying as well as the inter-related areas of belonging and integrating, communication, conflict, friendship, personal safety and relationships. The **Stay Safe programme is a personal safety skills programme which seeks to enhance children's self-protection skills including their ability to recognise and cope with bullying**.
- We will use all subjects to foster an attitude of respect for all: to promote the value of diversity; to address prejudice and stereotyping and to highlight the unacceptability of bullying behaviour. In English, there is a wide range of literature available which will be used to stimulate discussion. Similarly in Geography and History references to colonisation, exploitation and dictatorships could be used to illustrate the negative aspect of power. The work will be extended into many other areas such as Art, Drama, Religious Education, (Grow in Love Programme), Walk Tall 2, RSE, Weaving Wellbeing and Physical Education.
- Good supervisory and monitoring measures will be put in place both to prevent and deal with bullying behaviour.
- The Board of Management will make appropriate arrangements to ensure that temporary and substitute staff have sufficient awareness of the school's Code of Behaviour and its Anti-Bullying Policy.

- Consistent investigation, follow up and recording of bullying behaviour (including use of established intervention strategies)
- Focus on the topic of bullying on at least one school assembly (November each year as per recommendations from Dealing with Bullying for Schools [Office of the Ombudsman for Children 2013])

Individual class teachers will use some of the following systems:

- Praising appropriate behaviour “catch them being good”
- star charts
- ‘traffic lights’
- points system
- The Secret Friend
- Compliment Heart (Saying nice things about people)
- Co-Operative Yard Games
- golden time
- competition charts
- class dojo
- student of the week
- group reward system
- Rewards at monthly school assemblies
- lucky dip/raffle,
- individual behaviour profiles
- Circle Time
- Role play
- Friendship Week
- Class Rules
- Thought Box (Second Class up)
- Display respect language signs in classrooms and corridors which pupils create
- Ensure Internet supervision
- Every class makes a booklet re bullying
- Friends for Life
- Weaving Wellbeing
- Buddy system

On a whole school level there will be periodic awards for good behaviour or effort in the class. These will be awarded in group assemblies and presented by the Principal/Deputy Principal.

Teachers and students will identify bullying 'hot-spots' and 'hot-times' and appropriate steps will be taken to ensure there is adequate supervision at these times.

Appendix 2 shows some advice regarding combating bullying and actions towards prevention.

6. **Procedures for Investigating and Dealing with Bullying**

The primary aim in investigating, dealing with and recording 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); with this in mind, the school's procedures are as follows

Reporting bullying behaviour

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

Investigating and dealing with incidents:

- In investigating and dealing with 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;
- It is very important that all involved (including each set of pupils and parents) understand the above approach from the outset.
- Teachers should take a calm, unemotional problem-solving approach.

- Initial investigations of bullying will be done in class where possible but some incidents might 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; It may also be appropriate or helpful to ask those involved to write down their account of the incident.
- 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(s); 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.

Follow Up:

- In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher(s) will, as part of his/her professional judgement, take the following factors into account:
 - Whether the bullying behaviour has ceased;

- Whether any issues between the parties have been resolved as far as is practicable;
- Whether the relationships between the parties have been restored as far as is practicable;
- Any feedback received from the parties involved, their parent(s)/guardian(s) or the school Principal or Deputy Principal
- Follow-up restorative practice meetings with the relevant parties involved may 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 a recording template (Appendix 3)
- An additional follow up meeting with parents of the children involved may take place, if necessary, after an appropriate time to ensure that the matter has been resolved satisfactorily.
- 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.

Procedures to be followed when investigating an Allegation of Bullying Behaviour

Stage One

Unless the incident is of a very serious nature (Refer Code of Behaviour), it will be dealt with by the **classroom teacher who will talk to the children involved**, using restorative practice (Appendix 4) in so far as possible. Teachers respect the need to support the esteem of each party involved in an incident. When a teacher becomes aware that a child is regularly involved in incidents, he/she will start a record of such incidents. The purpose of this record is:

- To aid memory by recording details of the incident
- For clarity in assessment of the situation
- For planning and intervention

If the class teacher feels that the behaviour has not altered satisfactorily after speaking with the child/children they will contact the parents of the child/children involved and inform them of the issue.

If the relevant class teacher considers that the bullying behaviour has still not ceased satisfactorily, he/she will monitor and record the behaviour of the child in question for 20 school days using the appropriate recording template (Appendix 3). The teacher will inform the parents of the child/children involved that they are moving to this stage of the process. The teacher will also inform the principal that they have moved to this stage of the process.

Should the action taken at this stage prove not to have resolved the issue, the staff will proceed to stage two.

Stage Two

The principal will arrange to meet with the parents of the child who is seen to be bullying and separately with the parents of the victim of bullying.

(a) Principal, Parents and child who is bullying

The child's behaviour in all areas is monitored during the day. All positive behaviour, progress on work etc will be noted. The purpose of this report is to focus as much as possible on the positive qualities and efforts of the child, and to motivate the child to move away from negative behaviour. Initially a review of the reports will be carried out on a weekly basis, in a meeting with the principal, teacher, parents and child. If progress is being made, longer intervals between meetings may be decided upon.

(b) Principal, parents and victim of bullying.

Meetings will be organized to address the emotional needs of the child, to devise coping strategies and to reinforce programmes covered in class

(c) Restorative practice meetings with both parties, facilitated by the class teacher and/or the principal will take place at this point. They will be arranged separately at first, with a view to bringing to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable. It is hoped that this will have therapeutic effect on the relationship between both parties.

Stage 3

It is the duty of the school to provide a safe environment for all the children. Should the above interventions fail and the bullying continue, a programme of appropriate sanctions may be implemented by the principal in consultation with the parents and Board of Management. Sanctions implemented aim to encourage positive behaviour and support the esteem of the child. These sanctions may include a period of suspension during which there will be ongoing consultation with the parents to decide on appropriate action(s) to be taken in the best interests of the child.

Suspension for any period of time will be reported in writing by the Principal to the Chair of the Board of Management.

Recording of bullying behaviour

All recording of bullying incidents will be done in an objective and factual manner.

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

- The class teacher will use his/her professional judgement in relation to the records to be kept of all reports of bullying, the actions taken and any discussions with those involved regarding same. If it is established by the class teacher that bullying has occurred, he/she will 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.
- While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher(s), the relevant teacher(s) will use their professional judgement in relation to the records to be kept of these reports, the actions taken and discussions with those involved regarding same.
- The relevant teacher(s) will inform the principal of incidents being investigated at the appropriate stage (See Above).
- The relevant teacher will use the school's recording template (Appendix 3) to record the bullying behaviour at the appropriate stage of the investigation outlined above.
- When the recording template is used, it will be retained by the relevant teacher(s) in question and a copy maintained by the principal. Due consideration will be given to where these records are kept, who has access to them, and how long they will be retained.

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,
- Making adequate counselling facilities available to pupils who need it in a timely manner,
- 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).
- Implementing a 'buddy system' in the school
- 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 parents aware of adequate counselling facilities available to help those who need it 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. 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 3rd December 2018.
11. This policy has been made available to school personnel, published on the school website, is otherwise readily accessible to parents and pupils on request, and provided to the Parents' Association. A copy of this policy will be made available to the Department of Education and Skills and to 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 and is readily accessible to parents and pupils on request and provided to the Parents' Association. A record of the review and its outcome will be made available to the Department of Education and Skills and to the patron if requested.

Signed: _____

(Chairperson of Board of Management)

Date: 03.10.2024

Signed: _____

(Principal)

Date: 03.10.2024

Date of next review: September 2025 – The new Bí Cineálta procedures will not be implemented until **September 2025** and schools should continue to operate under the 2013 procedures in the interim.

Appendix 1

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

- **Repeated aggressive behaviour/attitude/body language, for example:**
 - Shouting and uncontrolled anger
 - Personal insults
 - Verbal abuse
 - Offensive language directed at an individual,
 - Continually shouting or dismissing others
 - Public verbal attacks/criticism
 - Domineering behaviour
 - Open aggression
 - Offensive gestures and unwanted physical contact
- **Intimidation, either physical, psychological or emotional, for example:**
 - Treating in a dictatorial manner
 - Ridicule
 - Persistent slagging
 - Deliberate staring with the intent to discomfort
 - Persistent rudeness in behaviour and attitude toward a particular individual
 - Asking inappropriate questions/making inappropriate comments re. personal life/family
 - Asking inappropriate questions/making inappropriate comments re. social life or schoolwork
- **Interference with property, for example:**
 - Stealing/damaging books or equipment
 - Stealing/damaging clothing or other property
 - Demanding money with menaces
 - Persistently moving, hiding or interfering with property
 - Marking/defacing property
- **Undermining/Public or Private Humiliation, for example:**
 - Condescending tone
 - Deliberately withholding significant information and resources
 - Writing of anonymous notes
 - Malicious, disparaging or demeaning comments
 - Malicious tricks/derogatory joke,
 - Knowingly spreading rumours
 - Belittling others' efforts, their enthusiasm or their new idea,
 - Derogatory or offensive nicknames (name-calling)

Disrespectfully mimicking a particular individual in his/her absence
Deliberately refusing to address issues focusing instead on the person

- **Ostracising or isolating, for example:**

Deliberately marginalising an individual

Deliberately preventing a person from joining a group

Deliberately preventing from joining in an activity, schoolwork-related or recreational

Blaming a pupil for things s/he did not do

- **Cyber Bullying**

Cyber bullying is deliberately hurting someone's feelings using information and communication technology such as:

E-mails

Mobile Phone (calls, texts, pictures)

Instant Messaging

Social network sites (eg Facebook, Instagram, Snapchat, Tick Tock, Twitter, YouTube etc)

Chat rooms

Blogs

Games consoles

(Please see our Acceptable Use Policy)

APPENDIX 2

Combating Bullying and the Action towards Prevention:

Role of staff

- The principal and staff exercise constant vigilance in the matter of misbehaviour. Our aim is to prevent misbehaviour rather than control. Positive behaviour is always recognised, affirmed and sought.
- Any complaints of bullying are dealt with quickly, firmly and fairly following the procedures in the Anti-Bullying Policy
- Awareness of bullying as a form of unacceptable behaviour is addressed in the classroom, at school assemblies, through the school policy on pastoral care and other informal occasions when the opportunity arises.
- Pupils are taught skills and encouraged to report any incident of bullying.

Advice for Pupils

- Tell yourself that you do not deserve to be bullied, and that it is WRONG.
- Be proud of who you are. It is good to be individual.
- Encourage children to express in a clear, calm, confident manner that another child's behaviour is upsetting them.
- Stay with a group of friends/people. There is safety in numbers.
- Be assertive – shout NO. Walk away confidently. Go straight to a teacher or member of staff.
- Fighting back makes things worse– So don't fight back. REPORT to a teacher or parent(s)/guardians instead. If you need support find a friend and both of you speak to the teacher.
- Generally, it is best to tell an adult you trust straight away. You will get immediate support.

The teachers and parents will take you seriously and will deal with bullies in a way which will end the bullying and will not make things worse for you.

IF YOU KNOW SOMEONE IS BEING BULLIED:

- TAKE ACTION – Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.
- If you feel you cannot get involved, tell an adult IMMEDIATELY. Teachers have ways of dealing with the bully without getting you into trouble.
- The school will attempt to empower children to discourage bullying if they are witness to it.

Make each child aware that if they know somebody is getting a hard time from another/others, they too have a responsibility to highlight to that person or an adult that the behaviour is wrong and upsetting.

Advice for Parents

- Look for unusual behaviour in your children. For example:
 - they may suddenly not wish to attend school
 - feel ill regularly
 - not complete work to their normal standard
 - ask for money or begin stealing money
 - attention seeking
 - aggressive behaviour
 - physical injuries
- Always take an active role in your child's education by enquiring how they are getting on.
- Cyber-bullying: Access to technology means that cyber-bullying can happen around the clock and the pupil's home may not even be a safe haven from such bullying. Pupils are increasingly communicating in ways that are often unknown to adults and free from supervision. The nature of these technologies means digital content can be shared and seen by a very wide audience almost instantly and is almost impossible to delete permanently. While cyber bullying often takes place at home and at night, the impact can also be felt in school.
- If you feel your child may be a victim of bullying behaviour, inform the school IMMEDIATELY. Your complaint will be taken seriously and appropriate action will follow.
- It is important to advise your child not to fight back. It can make matters worse.
- Tell your child there is nothing wrong with him/her. It is not her fault that they are being bullied.
- Make sure your child is fully aware of the School Policy concerning Bullying, and that they will not be afraid to ask for help.

APPENDIX 3 - Recording Bullying Behaviour Template

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	
Other Pupil(s)	
Parent	
Teacher	
Other	

4. Location of incidents (Tick relevant box(es))

Playground	
Classroom	
Corridor	
Toilets	
Other	

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

6. Type of Bullying Behaviour (Tick relevant box (es))

Physical Aggression	
Damage to Property	
Isolation/ Exclusion	
Name Calling	
Other (specify)	

7. Brief Description of bullying behaviour and its impact.

8. Details of actions taken.

Signed _____ **(Relevant Teacher 1) Date:** _____

Signed _____ **(Relevant Teacher 2) Date:** _____

Date submitted to the Principal / Deputy Principal _____

APPENDIX 4 – Restorative Questions to Compliment Restorative Practice

When Challenging a Behaviour:

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you have done?
- In what way have they been affected?
- What do you have to do to make things right?

To Help Those Affected

- What did you think when you realised what had happened?
- What impact has the incident had on you?
- Has it impacted on others?
- What has been the hardest thing for you to deal with?
- What do you think needs to happen to make this right?