Anti-Bullying Policy

1.
In accordance with the requirements of the Education (Welfare) Act 2000 and the Code of Behaviour Guidelines issued by the NEWB, the Board of Management of St. Pius X GNS, Terenure, Dublin 6W, 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.

Our Rationale
St Pius X G.N.S does not tolerate or condone bullying of any form or at any level of the school community. The children are taught that society is made up of a variety of different people, all of whom deserve our respect, all of whom have the right to be treated equally and to have the fundamental right to be allowed to exist in society and be content in their lives. No bullying can therefore be tolerated and no discrimination based on the nine stated grounds included in equality legislation, i.e. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community, can be allowed.
The Board of Management is committed to ensuring that all members of the school community - pupils, staff, and parents are enabled to act effectively to deal with bullying. This policy guides action and organisation within the school for preventing and responding to bullying.

Our School Ethos
St Pius X G.N.S. is dedicated to providing a caring and supportive environment for all its pupils through positive affirmation, clear communication and a genuine partnership between the home, the school and the community. This anti-bullying policy aims to promote and support the ethos of the school. It aims to produce a safe and caring environment in which all children can develop to their full potential.

2.
The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:

- A 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;
- Involves collaboration among and between staff & pupils 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 including in particular, homophobic and transphobic bullying;
- Effective supervision and monitoring of pupils;
- Supports for staff;
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies);
- Ongoing evaluation of the effectiveness of the anti-bullying policy.

3.
Bullying is defined as:

'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 or transphobic bullying, racist bullying, bullying based on a person's membership of the traveller community and bullying of those with disabilities or special educational needs.

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

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

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

Additional information on different types of bullying and examples of bullying behaviour are set out in Appendix A of this policy.

Our Policy Aims:

- To create a school ethos which encourages children to disclose and discuss incidents of bullying behaviour;
- To raise awareness of bullying as a form of unacceptable behaviour with school management, teachers, pupils, parents/guardians;
- To ensure comprehensive supervision and monitoring measures through which all areas of school activity are kept under observation;
- To develop procedures for noting and reporting incidents of bullying behaviour;

- To develop procedures for investigating and dealing with incidents of bullying behaviour;
- To develop a programme of support for those affected by bullying behaviour and for those involved in bullying behaviour;
- To work with and through the various local agencies in countering all forms of bullying and anti-social behaviour;
- To evaluate the effectiveness of school policy on anti-bullying behaviour;
- To identify who is responsible for investigating and dealing with bullying issues:
- To implement strategies to prevent bullying behaviour;
- To ensure children are equipped with skills to deal with bullying incidents as they occur.

4.

The relevant teacher(s) for investigating and dealing with bullying are as follows:

- The Principal
- The Deputy Principal
- All class teachers

Any teacher may act as a relevant teacher if circumstances warrant it.

5.

The following education and prevention strategies, (including strategies specifically aimed at cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying) at the appropriate and relevant level for each class, will be used by the school:

In St Pius X G.N.S. we feel that all members of the school community have a role to play in the awareness and prevention of bullying. Strategies will be used to engage pupils in addressing problems when they arise. In particular, such strategies need to build empathy, respect and resilience in pupils. The "*no blame*" approach will be implemented in situations of continuous conflict.

All bullies operate using furtiveness, threats and fear. Bullying therefore can only survive In an environment where the victim does not feel empowered to tell someone who can help or in which it is not safe to do so.

ROLES AND RESPONSIBILITIES

Board of Management

- The Board of Management is responsible for ensuring that all members of the school community are enabled to deal effectively with bullying. The Board is committed to providing time and resources for the implementation of the policy. The Board will ensure that proper supervisory and monitoring measures are in place to prevent bullying and to deal with incidents appropriately as they arise.

<u>School Staff</u>

- The school staff will foster an atmosphere of friendship, respect and tolerance.
- Children's self esteem will be developed through celebrating individual differences, achievements, acknowledging and rewarding good behaviour and manners and providing opportunities for success throughout the curriculum and school.
- Teachers will help pupils to develop empathy by discussing feelings and trying to put themselves in the place of others.
- Relationships with pupils will be based on mutual respect and trust so that pupils will have confidence in the school staff.
- Teachers will be vigilant, respond sensitively and with care to pupils who disclose incidences of any type of bullying.
- Teachers will investigate all disclosed incidents of bullying. Good behaviour will be seen to be rewarded at class and whole school level.
- Teachers will discuss the school's anti-bullying policy with the pupils and use behavioural management strategies which focus on problem solving and enable pupils to take an active role in finding a solution to problems.
- Provide pupils with opportunities to develop a positive sense of self-worth.
- The formal curriculum of the school will also be used to educate all pupils against bullying behaviour. There are a number of curriculum components and programmes which are particularly relevant to the prevention of bullying and the promotion of respect for diversity and inclusiveness.
- Teachers will ensure that pupils know who to tell and how to tell, e.g.:
  - Direct approach to teacher at an appropriate time, for example after class.
  - Hand note up with homework.
  - Make a phone call to the school or to a trusted teacher in the school.
  - Suggestion box.
  - Get a parent(s)/guardian(s) or friend to tell on your behalf.
  - Administer confidential questionnaires.
  - Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.

<u>Anti-bullying issues may be raised in the following ways</u>:
  - The school religion programme;
  - The Social Personal and Health Education programme;
  - The Stay Safe Programme;
  - The Arts: Drama and Music;
  - Circle time;
  - The S.A.L.T. programme (Stop, Ask, Listen, Talk);
  - Drama workshops (incorporating cyber-bullying and identity based bullying);
  - Cyber-bullying talks and workshops;
  - Bullying awareness weeks (including awareness of cyber-bullying and identity-based bullying);
  - Monthly assembly themes;
  - Parent information nights;
  - Webwise;

- o Outside speakers;
- o Role play;
- o Liaising with the Parents' Association;
- o Liaising with the school psychologist;
- o Social, health and media education programmes;
- o Cyber-bullying education programmes;
- o How to stay safe online programmes;
- o Positive influence of teachers;
- o PE activities;
- o Team and sports activities;
- o Co-operation and group enterprise activities.

Pupils

- Pupils are expected to be tolerant and to have mutual respect for each other. "Slagging" or any identity-based name calling (including that of a homophobic nature) will not be tolerated.
- Pupils are encouraged to report incidents of bullying to their parents and teachers using the methods outlined previously
- The children are encouraged to follow the six golden rules of our school:

(1) I will be kind in all I say and do…I will not hurt others;
(2) I will put my litter in the bin….I will not throw it on the ground;
(3) I will listen in class and I will do my work well;
(4) I will take care of my property and will respect what belongs to others;
(5) I will share with others and will be generous to those in need;
(6) I will be honest and truthful, I will not tell lies.

Parents

- Parents should become familiar with the school's anti-bullying policy and discuss it with their child/ren.
- Encourage positive behaviour and discourage negative behaviour both at home and at school.
- Encourage children to solve difficulties without resorting to aggression.
- Encourage children to share, to be kind, to be caring, and to be understanding towards others.
- Support the school in its efforts to prevent and treat bullying by adhering to the school's procedures for reporting and investigating bullying incidents as outlined in Appendix B.
- Watch out for signs and symptoms that your child is being bullied or is bullying others (Appendix B).
  These signs do not necessarily mean that a pupil is being bullied. If repeated or occurring in combination, these signs warrant investigation in order to establish what is affecting the child. Don't dismiss your instincts as being wrong.

Links to other policies

   e.g. Code of Behaviour, Child Protection Policy, Supervision Policy, IT and Internet Use Policy, School Attendance Policy.

6.

The school's procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows:

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). With this in mind the schools procedures are as follows:

- In investigating and dealing with bullying, the teacher(s) will exercise his/her/their professional judgement to determine whether bullying has occurred, what type if it has 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(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.
- Non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners must 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 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 when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents.
- Initial investigations of bullying will be done in class where possible but some incidents might be best 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(s) 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 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 them from the other members of the group after interview by the teacher.

- Where the relevant teacher(s) has/have determined that a pupil has been engaged in bullying behaviour, it should be made clear to her how she is in breach of the school's anti-bullying policy and efforts should be made to try to get her to see the situation from the perspective of the pupil being bullied.
- 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(s) that bullying behaviour has occurred, the parents of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken. The school should give parents an opportunity to discuss ways in which they can reinforce or support the actions being taken by the school and the supports for their pupils.
- 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, her parents and the school.

Follow up and recording

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

<u>Informal- pre-determination that bullying has occurred</u>
- All staff must keep a written record of any incidents witnessed by them or notified to them. Consideration needs to be given to where the records will be made e.g. incident book. All incidents must be reported to the relevant teacher
- 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.

<u>Formal Stage 1-determination that bullying has occurred</u>
- 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. If it is established that bullying has occurred, he/she must inform the Principal and/or Deputy Principal.
- The school in consultation with the relevant teacher/s should develop a protocol for the storage of all records retained by the relevant teacher.

 <u>Formal Stage 2-Appendix C</u>
The relevant teacher must use the recording template at **Appendix C** 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; <u>and</u>

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. (See Appendix A for examples of bullying behaviour)
These behaviours should be reported immediately to the Principal. They should be in line with the school's code of behaviour.

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

<u>Established intervention strategies</u>
- 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)s to support school interventions
- No Blame Approach
- Circle Time
- Restorative interviews

7.

The school's programme of support for working with pupils affected by bullying is as follows:
- Support will be provided for anyone who is bullied by offering them an immediate opportunity to talk about their experience with their teacher or other teacher, along with continuing support when they feel they may need it;
- A victim will be assured that the school community will help them and put monitoring procedures in place to safeguard them;
- The school will inform parents/guardians of what has happened and of the measures being taken to help them, encourage them to report further incidences if they occur;
- While it is important to have rules about bullying, a whole group policy is the best solution. This means not 'bullying the bully' but working with the aggressor and the group of young people, helping them to understand the hurt they are causing and so make the problem a 'shared concern' of the group;
- Group discussion methods have a big advantage over punishment in that they do not drive the problem underground or escalate it by making the bully more excluded or more of a social failure. This is known as the "*no blame*' approach. It involves the following steps:
  - Interview the victim;
  - Meet with all involved including bystanders;
  - Explain the problem;
  - Share the responsibility;
  - Ask the group for their ideas;
  - Decide on strategies and leave it with them;
  - Meet again after a week.

If the "*no blame*' approach still does not succeed in stopping the bullying the school code of behaviour will apply.

The following strategies may be used to show disapproval of bullying behaviour:
- Verbal reprimand (including advice on how to change their behaviour);
- Communication with parents;
- Temporary separation from peers, friends or others;
- Loss of privileges;
- Detention during break time;
- Referral to principal;
- Made subject to special monitoring procedures;
- Suspension (In accordance with Rule 130(5) of the rules of National School);
- Expulsion (Rule 130(6)).

Any pupil who is involved in retaliation against a pupil who reports bullying will be subject to the school Code of Behaviour. Incidents of bullying will be used as opportunities for re-enforcing the anti-bullying policy of the school. Follow-up meetings may be arranged to assess progress and/or restore relationships.

<u>SEN PUPILS AND VUNERABLE PUPILS</u>

Pupils with disabilities, special educational needs and those who struggle with social awareness may require a differentiated approach to understanding bullying, learning how to recognise if they are bullying or being bullied, and developing skills to tackle both.

Teachers should take particular care to help these students to clearly understand the purpose of any sanctions if their behaviour is unacceptable. The school and classroom practices that support good learning behaviour are valid for all students, including those with identified special educational needs.

Class teachers and specialist personnel (e.g. LS/ Resource teachers and SNAs) should check that standards and rules are communicated in a way that these students can understand. This understanding should be checked from time to time, especially when a student is acting in a way that would usually be seen as being in breach of the school rules.

Teachers and SNAs will, as far as possible, ensure that these particular children fully understand the procedures for reporting bullying incidents and can identify who they should report to.

Teachers should be aware of other students that may be vulnerable and those from ethnic minorities and migrant groups, pupils from the traveller community, lesbian, gay, bisexual or transgender (LGBT) pupils and those perceived to be LGBT and pupils of minority religious faiths.

8.
Supervision and Monitoring of Pupils:
The Board of Management confirms that appropriate supervision and monitoring policies and practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible.

9.
Prevention of Harassment
 The Board of Management confirms that the school will, in accordance with its obligations under equality legislation, take all such steps that are reasonably practicable to prevent the harassment of pupils or staff on any of the nine grounds specified ie. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Travelling community.

10.
This policy was adopted by the Board of Management on _____.

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 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 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: _____ (Principal)

Date:_____

Signed: _____ (Chairperson of Board of Management)

Date: _____

Date of next review: _____

APPENDIX A:

Types of bullying
The following are some of the types of bullying behaviour that can occur amongst pupils:

o **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.

o **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.

o **Isolation/exclusion and other relational bullying**: This occurs where a certain person is deliberately isolated, excluded or ignored by some or all of the class group. This practice is usually initiated by the person engaged in bullying behaviour and can be difficult to detect. It may be accompanied by writing insulting remarks about the pupil in public places, by passing around notes about or drawings of the pupil or by whispering insults about them loud enough to be heard. Relational bullying occurs when a person's attempts to socialise and form relationships with peers are repeatedly rejected or undermined. One of the most common forms includes control: "Do this or I won't be your friend anymore"(implied or stated); a group ganging up against one person (girl or boy); non-verbal gesturing; malicious gossip; spreading rumours about a person or giving them the "silent treatment".

o **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.

o **Identity-based bullying:** Unwanted negative behaviour, verbal, psychological or physical, conducted by an individual or group against another person (or persons) and which is repeated over time based on their race, membership of the Traveller community, sexual orientation or perceived sexual orientation, gender including transgender, disabilities or special educational needs.

o **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.

o **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.

o **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.

Examples of bullying behaviours

General behaviours which apply to all types of bullying	- Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc. - Physical aggression - Damage to property - Name calling - Slagging - The production, display or circulation of written words, pictures or other materials aimed at intimidating another person - Offensive graffiti - Extortion - Intimidation - Insulting or offensive gestures - The "look" - Invasion of personal space - A combination of any of the types listed.
Cyber	**Denigration**: Spreading rumors, lies or gossip to hurt a person's reputation **Harassment**: Continually sending vicious, mean or disturbing messages to an individual **Impersonation**: Posting offensive or aggressive messages under another person's name **Flaming**: Using inflammatory or vulgar words to provoke an online fight **Trickery**: Fooling someone into sharing personal information which you then post online **Outing**: Posting or sharing confidential or compromising information or images **Exclusion**: Purposefully excluding someone from an online group **Cyber stalking**: Ongoing harassment and denigration that causes a person considerable fear for his/her safety - Silent telephone/mobile phone call - Abusive telephone/mobile phone calls - Abusive text messages - Abusive email - Abusive communication on social networks e.g.

	Facebook/Ask.fm/ Twitter/You Tube or on games consoles
	• Abusive website comments/Blogs/Pictures
	• Abusive posts on any form of communication technology

Identity Based Behaviours

Including any of the nine discriminatory grounds mentioned in Equality Legislation (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).

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

Appendix B

Signs of bullying:

- Anxiety about travelling to and from school - requesting parents to drive or collect them, changing route of travel, avoiding regular times for travelling to and from school.
- Unwillingness to go to school, refusal to attend, mitching.
- Deterioration in educational performance, loss of concentration and loss of enthusiasm and interest in school.
- Pattern of physical illnesses (e.g. headaches, stomach aches).
- Unexplained changes either in mood or behaviour. It may be particularly noticeable before returning to school after weekends or more especially after longer school holidays.
- Visible signs of anxiety or distress - stammering, withdrawing, nightmares, and difficulty in sleeping, crying, not eating, vomiting, bedwetting.
- Spontaneous out-of-character comments about either pupils or teachers.
- Possessions missing or damaged.
- Increased requests for money or stealing money.
- Unexplained bruising or cuts or damaged clothing.
- Reluctance and/or refusal to say what is troubling her.

These signs do not necessarily mean that a pupil is being bullied. If repeated or occurring in combination, these signs warrant investigation in order to establish what is affecting the child.
Discuss the school's anti-bullying policy with your child.

What to do if your child is being bullied:

- Discuss the experience with your child to find out the precise details of what has happened in the child's own words, being extra vigilant not to feed the words to her.
- Reassure her that you and the school will help her.
- Discuss with her what to do next - she may be able to suggest strategies for dealing with it.
- Encourage her to tell her teacher.
- Contact the school secretary to organise a meeting with the class teacher as soon as possible.
- Do not make contact directly yourself with the other child or her parents.
- Follow-up to ensure that the matter is dealt with and resolved.

What to tell your child to do if someone they know is being bullied:

- Tell a teacher (privately if necessary).
- Tell her parents - they will contact the school.

- Talk to the person who is being bullied - you may be able to help her.
- Reject bullying behaviour among your friends - tell them that it is wrong to bully.
- Help the bullied person to get away from the situation.
- Know and follow the school code of discipline.

What to tell your child to do if they are being bullied:

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

Appendix C 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))*		**4. Location** of incidents (tick relevant box(es))*	
Pupil concerned		Playground	
Other Pupil		Classroom	
Parent		Corridor	
Teacher		Toilets	
		Other	

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

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

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

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

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)

8. Brief Description of bullying behaviour and its impact

9. Details of actions taken

Signed _____ (Relevant Teacher)   Date _____

Date submitted to Principal _____