

MARYMOUNT N.S. THE ROWER.



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 Marymount N.S., The Rower has **adopted the following anti-bullying policy** within the framework of the school's overall code of behaviour. This policy fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools which were published in September 2013.
2. The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following **key principles of best practice** in preventing and tackling bullying behaviour:
 - (a) **A positive school culture and climate**, (see appendix 1) which is welcoming of difference and diversity and is based on inclusivity; encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and promotes respectful relationships across the school community.
 - (b) **Effective leadership**
 - (c) **A school-wide approach**
 - (d) **A shared understanding of what bullying is and its impact**
 - (e) **Implementation of education and prevention strategies** (including awareness raising measures) that build empathy, respect and resilience in pupils; and explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying; effective supervision and monitoring of pupils.
 - (f) **Effective supervision and monitoring of pupils**
 - (g) **Supports for staff**
 - (h) **Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and**
 - (i) **On-going evaluation of the effectiveness of the anti-bullying policy.**

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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 bullying behaviour are included in the definition of bullying:

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

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

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

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

Additional information on examples of bullying behaviour are available on **Appendix 2.**

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

Class Teacher / Support Teachers/ Principal / Deputy Principal.

Any teacher may act as relevant teacher if circumstances warrant it

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5. The following education and prevention strategies, at the appropriate level for each class; will be used in the school.

School-wide approach

- A **school-wide approach** to the fostering of respect for all members of the school community. It is recognised that an Anti-Bullying policy can only work with the active cooperation of staff, parents, and pupils.
- 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 audit** 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 teachers
- **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** in contributing to a safe school environment. Buddy system/bench, mentoring, Lunchtime Pals and other student support activities that can help to support pupils and encourage a culture of peer respect and support.
- Development and promotion of the **Anti-Bullying charter** for the school-to be included in student journals and displayed publicly in classrooms and in common areas of the school.
- Marymount NS Golden Rules are implemented, shared and discussed frequently and joined with our matras Junior – 2nd Class 'Kind Hand, Kind Feet, Kind Words' 3RD- 6TH Class 'I will always try to treat others how I would like to be treated'
- The school's **anti-bullying policy** is discussed with pupils and all parent(s)/guardian(s)s are made aware of and can access a copy on the school website or through the office. Annual review of Anti Bulling carried out. (**Appendix 4**)
- The implementation of regular **whole school awareness** measures e.g. the promotion of friendship, and bullying prevention; annual Friendship Week and regular school assemblies by principal / deputy principal / staff.
- Encourage a culture of telling, with particular emphasis on the importance of bystanders. In that way pupils will gain confidence in 'telling'. **Marymount** is a **Telling school** and a **Listening School**. 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.

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- Ensuring 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.
 - Telling box -**Something I Would Like my Teacher to Know**
 - Get a parent(s)/guardian(s) or friend to tell on your behalf.
 - Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- **Clear protocols** to encourage parent(s)/guardian(s) to approach the school if they suspect that their child is being bullied. The protocol should be developed in consultation with parents.
- Implementation of the school's **Acceptable Use Policy** in the school to include the necessary steps to ensure that the access to technology within the school is strictly monitored, and the mobile phone policy is fully implemented.

Implementation of curricula

- The full implementation of the **SPHE** curricula and the **RSE** and **Stay Safe** Programmes.
- **Continuous Professional Development** for staff in delivering these programmes.
- School wide delivery of lessons on bullying from evidence-based programmes, Stay Safe Programme, The Walk Tall Programme, Incredible Years. We will investigate other relevant programmes and seek advice if required from NEPS.
- Targeted delivery of lessons on Cyber Bullying and Internet Safety.
- Delivery of the Garda Programmes at primary level when available. These lessons, delivered by Community Gardai, cover issues around personal safety and cyber-bullying
- 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

- Code of Behaviour, Child Protection policy, Acceptable Use Policy, RSE,

6. The school's procedure 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.

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Reporting bullying behaviour

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

Investigating and dealing with allegations of bullying behaviour.

- The Relevant Teacher investigates the allegation of bullying behaviour with a view to establishing the facts and bringing any such behaviour to an end. In investigating and dealing with an allegation of bullying, the (relevant) teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved; Junior teachers are encouraged to consult with senior members of staff / principal if necessary.
- Parent(s)/guardian(s) and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible.
- The school, through the relevant teacher reserves the right to ask any teacher to write an account of what happened as part of an investigation. This does not necessarily imply that a pupil is guilty of misbehaviour.
- Pupil who is alleged to have bullied is interviewed by the class teacher. All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way. Teachers should take a calm, unemotional problem-solving approach.
- Initial investigations of allegations of bullying may take place in the classroom. 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. **Appendix 5 ©**
- Each member of a group should be supported through the possible pressures that may face them from the other members of the group after the interview by the teacher;
It may also be appropriate or helpful to ask those involved to write down their account of the incident(s)

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- In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the incident(s) should be reported to the principal who will formally inform the parents of the parties involved and explain the actions being taken, 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; pupils will complete a reflection form in line with the schools code of behaviour, outlining what they have done wrong, why and how they will act differently.
- Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to him/her how he/she is in breach of the school's anti-bullying policy and efforts should be made to try to get him/her to see the situation from the perspective of the pupil being bullied;
- It must also be made clear to all involved (each set of pupils and parent(s)/guardian(s)) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parent(s)/guardian(s) and the school;
- In the event that they have been involved in bullying behaviour they are asked to sign a **Pupil Behaviour Promise 1 (Appendix 5 (a))** that they will treat all pupils fairly, equally and respectfully including the targeted pupil(s).
- The 'Relevant Teacher' does not apportion blame but rather treats bullying behaviour as a 'mistake' that can and must be remedied. S/he emphasises that the intention is not to punish perpetrators but to talk to them, to explain how harmful and hurtful bullying is and to seek a promise that it will stop. If that promise is forthcoming and is honoured there will be no penalty and that will be the end of the matter. Pupils who report bullying therefore are not getting others 'in trouble' so much as enabling them to get out of trouble into which they may ultimately get if the bullying continued.
- When an investigation is completed and/or a bullying situation is resolved the 'Relevant Teacher' will complete a report, to include the findings of the investigation, the strategy adopted and the outcome of the intervention, as well as any other relevant information. This information is recorded on the back of the **Incident report form** and on the **Appendix 3** document which is filed and stored by the Principal.
- If a pupil has signed such a promise but then chooses to break that promise and continue the bullying behaviour, this can then no longer be considered a 'mistake.' In this event parent(s)/guardian(s) will be informed and requested to countersign their daughter/son's **Pupil Behaviour Promise 2 (Appendix 5b)** Breach of this additional promise by further bullying behaviour is regarded as a very grave matter and a serious sanction may be imposed by the school authorities (See sanctions below).
- All documentation regarding bullying incidents and their resolution is retained securely by the relevant teacher during investigation and is handed over to the Principal thereafter. A copy of the incident report and action taken is filed in the pupils' profile folder which is stored in a locked filed cabinet in the relevant classroom.

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Sanctions:

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

- S/he may be required to sign another promise, this time countersigned by a parent/guardian;
- Parent(s)/guardian(s) may be contacted by the 'Relevant Teacher' and informed of the nature and extent of the bullying behaviour with a view to agreeing a strategy whereby a promise to end the bullying behaviour would be honoured;
- Parent(s)/guardian(s) may be invited to a meeting with the 'Relevant Teacher'.
- Parent(s)/guardian(s), the relevant teacher and the Principal meet in a final effort to resolve the situation.
- The pupil may be suspended from the school. (See school's Code of behaviour)
- The case may be referred to the Board of Management and the pupil may be expelled from the school.

Follow up and recording

- In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of his/her professional judgement, take the following factors into account:
 - 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 schools procedures for noting and reporting behaviour are as follows:

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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
- 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. This is recorded on the back of the Incident Report Form. The records are to be retained in teachers file.
- The relevant teacher must inform the principal of all incidents being investigated.

Formal Stage 1-determination that bullying has occurred

- If it is established by the relevant teacher that bullying has occurred, the relevant teacher must keep appropriate written records (Incident Report Form from the Anti-Bullying Folder) which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.
- At the end of each school year, any written records pertaining to a class will finally be stored in Principals Office.

Formal Stage 2-Appendix 3 (From DES Procedures)

The relevant teacher must use the recording template at **Appendix 3** to record the bullying behaviour in the following circumstances:

- a) in cases where he/she considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour occurred; and
- b) Incidents that are deemed by the principal to be of a very serious nature may skip the above at a).

When the recording template is used, it must be retained by the relevant teacher in question and a copy maintained by the principal.

Documentation retained by relevant teacher for that particular year but copies of all reports of incidents which fall under the definition of bullying to be stored in a central register in the Principal's office.

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)s to support school interventions
- No Blame Approach
- Circle Time
- Restorative interviews

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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,
- Helping bullied pupils raise their self-esteem by encouraging them to become involved in activities that help develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school).
- If pupils require counselling or further supports the school will endeavour to liaise with the appropriate agencies to organise same, i.e. NEPS, , HSE,

Bullying pupils:

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

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8. Supervision and Monitoring of Pupils

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

9. Prevention of Harassment

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

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

11. This policy has been made available to school personnel, published on the school website, is 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 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 (or where none exists, be otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: Maere Mas

(Chairperson of Board of Management)

Signed: Mary Mc Cormack

(Principal)

Date: 11/11/2021

Date: 11/11/2021

Ratified on : 11/11/2021

Date of next review: November 2022

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Checklist & Review dates of Policy

- **Monday 18th April 2016**
- **Thursday 16th November 2017**
- **Thursday 5th September 2019**

Anti-Bullying Survey of Pupils

- **2020**
 - **2021**
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Appendix 1 :

Activities to promote Positive School Culture:

- Modelling of desired behaviour – respect is key.
- SCP – targeted groups & individuals for social skills, self-esteem etc.
- Extra-curricular activities; hurling, football.
- Links with the community – GAA & Camogie.
- Curricular – each child is given the opportunity to succeed; differentiation, playing to strengths and interests.
- Incredible Years / Friends First – most staff are trained but all are aware of strategies and use them daily. The ethos of the school is to focus on the positive, catch them being good.
- Assemblies – weekly: celebrate achievements, showcase talents, celebrate milestones, praise friendly behaviour, manners and respectful behaviour.
- Twitter & Website – showcase our successes, keeping parents informed, highlighting achievements; individuals, groups and whole school.
- Awareness amongst staff; each staff meeting (and regularly throughout the year) behaviour is discussed and it is ensured that all are aware of procedures.
- All school staff are asked to monitor children and report any concerns to the relevant teacher.
- Staff relations – social committee organise events.
- Internet Safety – parent sessions on internet safety pre-Covid, Cybersafekids webinar for children and parents last year.
- Supervision – 4 Adults on yard at all times – 2 per junior yard and 2 per senior yard. On wet days these adults circulate around the classrooms and monitor behaviour.
- Student council.
- Play-stations on yard with older children acting as play leaders.
- Buddy benches.
- Whole school awareness measures:
 - Friendship week
 - Grandparents' day
 - Maths/Literacy/Science for Fun
 - Anti-bullying surveys
 - Assembly awards
 - Anti-bullying parent's surveys
 - Random act of kindness week
 - SPHE curriculum – walk tall, stay safe & RSE
- Mantra – Kind Hands, Kind Feet, Kind Words.
- Strong culture of telling, pupils and parents are always encouraged to communicate issues to teachers. Our strong communication links with parents is very helpful with this, they are never afraid to call, email or talk to staff if problems arise. 'Telling & Listening School.
- Principal meet and greet in the morning.
- Anti-bullying policy – clear and structured guidelines for teachers, parents and pupils – expectations are clear.
- What would I like my teacher to know box.

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Appendix 2 :

Examples of Bullying Behaviour

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

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Appendix 2 (continued):

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"
- 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

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Appendix 3:

Template for recording Bullying Behaviour

1. Name of pupil being bullied and class group

Name: _____ Class: _____

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

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

Pupil concerned	
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

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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

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9. Details of actions taken

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Signed _____ (Relevant Teacher) Date : _____

Date received by Principal/Deputy Principal _____

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Appendix 4

Checklist for annual review of the anti-bullying policy and its implementation

The Board of Management (the Board) must undertake an annual review of the school's anti-bullying policy and its implementation. The following checklist must be used for this purpose. The checklist is an aid to conducting this review and is not intended as an exhaustive list. In order to complete the checklist, an examination and review involving both quantitative and qualitative analysis, as appropriate across the various elements of the implementation of the school's anti-bullying policy will be required.

Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*?

Yes No

Has the Board published the policy on the school website and provided a copy to the parents' association?

Yes No

Has the Board ensured that the policy has been made available to school staff (including new staff)?

Yes No

Is the Board satisfied that school staff are sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day-to-day work?

Yes No

Has the Board ensured that the policy has been adequately communicated to all pupils?

Yes No

Has the policy documented the prevention and education strategies that the school applies?

Yes No

Have all of the prevention and education strategies been implemented?

Has the effectiveness of the prevention and education strategies that have been implemented been examined?

Yes No

Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?

Yes No

Has the Board received and minuted the periodic summary reports of the Principal?

Yes No

Has the Board discussed how well the school is handling all reports of bullying including those addressed at an early stage and not therefore included in the Principal's periodic report to the Board?

Yes No

Has the Board received any complaints from parents regarding the school's handling of bullying incidents?

Yes No

Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?

Yes No

Have any Ombudsman for Children investigations, into the school's handling of a bullying case, been initiated or completed?

Yes No

Has the data available from cases reported to the Principal (by the bullying recording template) been analysed to identify any issues, trends or patterns in bullying behaviour?

Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?

Yes No

Has the Board put in place an action plan to address any areas for improvement?

Yes No

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Appendix 5 (a) :

PUPIL BEHAVIOUR PROMISE

1



I _____ promise to:

Signed:

Pupil

Teacher

Date:

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Appendix 5 (b) :

PUPIL BEHAVIOUR PROMISE

2



I _____ understand that I have broken my previous promise,
but I will change my behaviour in the following ways:

Signed:

Pupil

Teacher

Parent(s)/Guardian(s)

Date:

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Appendix 5 (c) :

<u>Incident Report Form</u>	
Date: _____	Name: _____
“Let’s have a look at the incident now. I need to understand your involvement. Can you help me fill in the details from your point of view?”	
What happened?	
When and where did it take place?	
Who was involved?	
What part did you play?	
Was there more than one person involved on either side?	
Were there any witnesses?	
Did this take place more than once?	
Have you been involved in anything like this before?	

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Appendix 5 (c) continued :

<u>Incident Report Form</u> (continued)	
What did you actually say or do?	
How would someone else who witnessed the incident describe your actions?	
Would you do the same thing again or differently?	
What did you do wrong?	
Do you understand what was wrong about it?	
How do you feel about the situation?	
What do you think is a fair action to take in this situation?	
Signed:	
_____	_____
Teacher	Child