

Appendix One

Record to be filled in where the Relevant Teacher has determined that the behaviour does fall under the definition of bullying as set out in the Anti-Bullying Procedures for Primary & Post Primary School 2013

Date of Initial Report:

Source of the Report:

Name & Class Group of the Child:

Details of the report:

Methods of investigation used:

The findings of the investigation:

Follow up Actions:

Is there a written promise attached?

YES

NO

Signed _____ (Relevant Teacher)

Date: _____

1. Name of pupil being bullied and class group

Name _____ Class _____

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

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

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

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

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

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

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

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

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

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

8. Brief Description of bullying behaviour and its impact

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9. Details of actions taken

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Signed _____ (Relevant Teacher) Date: _____

Date submitted to Principal _____

This document must be stored in the Relevant Teacher's Class Incidents Folder. A copy must also be retained by the Principal Teacher, in the students file or on Aladdin.

Appendix 3

Key Elements of a positive school culture and climate – Table A- 6.1.5 Procedures

- The school acknowledges the right of each member of the school community to enjoy school in a secure environment.
- The school acknowledges the uniqueness of each individual and his/her worth as a human being.
- The school promotes positive habits of self-respect, self-discipline and responsibility among all its members.
- The school prohibits vulgar, offensive, sectarian or other aggressive behaviour or language by any of its members.
- The school has a clear commitment to promoting equity in general and gender equity in particular in all aspects of its functioning.
- The school has the capacity to change in response to pupil's needs.
- The school identifies aspects of curriculum through which positive and lasting influences can be exerted towards forming pupil's attitudes and values.
- The school takes particular care of 'at risk' pupils and uses its monitoring systems to facilitate early intervention where necessary and it responds to the needs, fears or anxieties of individual members in a sensitive manner.
- The school recognises the need to work in partnership with and keep parents informed on procedures to improve relationships on a school-wide basis
- The school recognises the role of parents in equipping the pupil with a range of life-skills.
- The school recognises the role of other community agencies in preventing and dealing with bullying.
- The school promotes habits of mutual respect, courtesy and an awareness of the interdependence of people in groups and communities.
- The school promotes qualities of social responsibility, tolerance and understanding among all its members both in school and out of school.
- Staff members share a collegiate responsibility, under the direction of the principal, to act in preventing bullying/aggressive behaviour by any member of the school community.

Practical Tips for building a positive school culture and climate

- Model respectful behaviour to all members of the school community at all times.
- Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.
- Display key respect messages in classrooms, in assembly areas and around the school. Involve pupils in the development of these messages.
- Catch them being good - notice and acknowledge desired respectful behaviour by providing positive attention.
- Consistently tackle the use of discriminatory and derogatory language in the school – this includes homophobic and racist language and language that is belittling of pupils with a disability or SEN.
- Give constructive feedback to pupils when respectful behaviour and respectful language are ignored.
- Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.
- Explicitly teach pupils about the appropriate use of social media.
- Positively encourage pupils to comply with the school rules on mobile phone and internet use. Follow up and follow through with pupils who ignore the rules.
- Actively involve parents and/or the Parents' Association in awareness raising campaigns around social media.
- Actively promote the right of every member of the school community to be safe and secure in school.
- Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas.
- All staff can actively watch out for signs of bullying behaviour.
- Ensure there is adequate playground/school yard/outdoor supervision.
- School staff can get pupils to help them to identify bullying "hot spots" and "hot times" for bullying in the school.
 - Hot spots tend to be in the playground/school yard/outdoor areas, changing rooms, corridors and other areas of unstructured supervision.
 - Hot times again tend to be times where there is less structured supervision such as when pupils are in the playground/school yard or moving classrooms
- Support the establishment and work of student councils (if applicable)

Appendix 4 - Examples of Bullying Behaviours

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

<p>Repeated aggressive behaviour/ attitude/body language</p>	<p>Examples include:</p> <ul style="list-style-type: none"> • 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
<p>Intimidation, either physical, psychological or emotional</p>	<p>Examples include:</p> <ul style="list-style-type: none"> • Treating in a dictatorial manner • Ridicule • Persistent slugging • 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
<p>Interference with property</p>	<p>Examples include:</p> <ul style="list-style-type: none"> • 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
<p>Undermining/Public or Private Humiliation</p>	<p>Examples include:</p> <ul style="list-style-type: none"> • 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) • Using electronic or other media for any of the above (cyber bullying) • Disrespectfully mimicking a particular individual in his/her absence • Deliberately refusing to address issues focusing instead on the person
<p>Ostracising or isolating</p>	<p>Examples include:</p> <ul style="list-style-type: none"> • 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
<p>Cyber</p>	<ul style="list-style-type: none"> • 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

	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"> 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 of terminology such as 'nerd' in a derogatory way
Sexual	<ul style="list-style-type: none"> Unwelcome or inappropriate sexual comments or touching Harassment
Special Educational Needs, Disability	<ul style="list-style-type: none"> 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

General Points

- Schools can foster a culture that is accepting of difference. This can be expressed where appropriate, rather than making the assumption that everyone understands it.
- An integral part of RSE is learning to respect others; this will include respect for families or individuals who are different from the norm.
- The Equal Status Acts 2000 and 2004 provide protection against discrimination on nine grounds, one of which is sexual orientation. The Acts oblige those who manage schools to protect students and staff from discrimination or sexual harassment.
- If children are using the word 'gay' in a negative fashion it is better not to ignore it in the hope that it will go away. The same advice would apply for any instance of bullying.
- Schools are advised to develop a strategy for responding to children who have questions about sexual orientation or who are taunting others about being gay. This should be done in the context of the school's ethos and RSE policy and with the awareness that primary school children are probably too young to engage in any detailed discussion of sexual identity.

Practical Suggestions

- Depending on the context and the age group of the children, the teacher could ask a child or a class group what they mean by the word 'gay'
- A school could decide on a response to this question, such as 'The majority of people are attracted to people of the opposite sex. This is called being heterosexual. Some people are attracted to people of the same sex. This is called being homosexual or gay.'
- To give factual information like this in an open and straightforward way may help to remove the secrecy which is necessary for any bullying to flourish.
- Homophobic insults should be treated in exactly the same way as racist or other insults
 - The teacher can calmly explain to the child that such insults are hurtful to the other person and are not acceptable.
- Schools promote a culture of communication which actively discourages abusive name calling



Appendix 6 – Role of the Bystander
In St Felim’s N.S., we also use the term audience.

Bystanders, witnesses or ‘back up’ play important roles in the dynamic of bullying. According to one study (Pepler & Craig, 1997), 85% of bullying takes place with bystanders present. The same study found that nearly 60% of the time bullying would stop in less than ten seconds when peers intervene. However, another study (Pepler & Craig, 1997) showed that bystanders attempted to intervene less than 20% of the time.

Thornberg (2007) gave the following reasons for student’s inaction to another student’s distress:

- seeing an incident as insignificant or normal
- feeling that it has nothing to do with them because they weren’t involved in the incident or aren’t friends with the victim
- not wanting to add to the embarrassment of the victim or to incur personal embarrassment
- not getting involved because no one else is doing anything,
- wanting to get on with their own work
- compliance with existing routines or behaviours
- because they feel it is someone else’s responsibility.

However, when a bystander intervenes to support the victims or let the bully know that their behaviour is unacceptable, this action can inspire positive action by other bystanders and can reduce the negative effects of bullying on the victim.

Research (Menesini et al, 2003) has shown that bystanders can be influenced by teachers to intervene when they witness bullying behaviour and this is more likely to occur when peer group pressure is mobilised to bring this about.

In relation to cyber bullying, the distinction between bystanders and active participants can be less distinct. Responsibility often goes beyond the person who creates and posts harmful content online. Sharing, or commenting on content on social networking websites or joining, subscribing, or following online sources of content intended to humiliate or harm individuals can also be considered bullying behaviour.

The school-wide approach should aim to seek to change behaviour and encourage students to report bullying and change anti-bullying attitudes to anti-bullying behaviour. Given that most bystanders already hold anti-bullying attitudes or beliefs, intervention strategies could potentially utilise these to encourage bystanders to act in supporting victims of bullying when it is witnessed.

By raising awareness of their role as bystanders and increasing understanding of the impacts of bullying on victims, bystanders can be encouraged to help to reduce bullying among the peer group. However, they need to be taught how to respond in a safe and constructive way. A shared understanding of clear reporting processes is important.

PDST Anti Bullying Support Material