

ST.FELIM'S NATIONAL SCHOOL

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Anti – Bullying Policy

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. Felim's National School 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.

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 following key principles of best practice in preventing and tackling bullying behaviour.

Key Principles of Best Practice

1. Positive School Culture and Climate

A cornerstone in the prevention of bullying is a positive school culture and climate that:

- 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;

The school will endeavour to create an environment where pupils feel comfortable and free to discuss and disclose incidents of bullying. Prevention measures that are both school based and classroom based will be implemented school wide. Pupils throughout the school will be taught to realise that they have a responsibility for the safety and welfare of fellow pupils. Pupils will be educated on their role as a by-stander and how they can help to reduce bullying behaviours in school. The school encourages open dialogue between all school staff and pupils. Pupils will be encouraged to come to the teachers with any concerns, worries or reports they have.

Key Procedures for a positive school culture and climate & Practical Tips for building a school culture and climate (Anti-Bullying Procedures for Primary and Post-Primary Schools – 6.1.5 Table A and Appendix 1)

2. Effective Leadership

The Principal with the co-operation of the staff in the school will work together to engender an ethos under which bullying is unacceptable. All staff will be careful to model the school's standard of behaviour in their dealings with pupils and each other. Teachers are expected to act as good role models and will be fair, firm, clear and consistent in their implementation of the school's Code of Behaviour.

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3. A School-Wide Approach

School management, staff, parents and pupils need to work together to counter bullying behaviour in schools. In addition to the role of management and staff parents and pupils have a role and responsibility in helping the school to prevent and address bullying behaviours. Parents should recognise that a school which openly discusses bullying behaviour is acting positively and that they need to work with their school to ensure there is a coherent, school wide approach to tackling the issue. In certain cases, it may be necessary for the school to seek the assistance of other formal agencies such as NEPS, HSE social workers, community workers and Gardaí.

4. Shared understanding of what bullying is and its impact

The schools Anti-Bullying Policy is available to all parents throughout the school. All staff have a copy of the policy in their classrooms and Croke Park hours are devoted to ensuring that everyone has a shared understanding of what constitutes bullying behaviour. Awareness will be raised among pupils in an age appropriate manner in their classrooms.

5. Implementation of the education and prevention strategies including awareness raising

The school's education and prevention strategies will focus on building empathy, respect and resilience in pupils. The school will raise awareness on what constitutes bullying behaviour in an age appropriate way with the classes. The prevention strand will focus on equipping the children with skills to address problems should they arise. The prevention and awareness raising measures will explicitly deal with cyber based bullying. Pupils will be educated on appropriate online behaviour, how to stay safe while on-line and developing a culture of reporting any concerns about cyber-bullying.

6. Effective Supervision and Monitoring of Pupils

Children are supervised by school staff at all breaks. Morning supervision is provided from 9 a.m. for ten minutes. Staff supervise the children in the classroom on a rota basis while they eat their lunch. Pupils line up in class groups and leave the school together at break times. Pupils have supervised designated play areas in the school yard. Children line up together to exit the school at home time. Two teachers and one SNA supervise the children until 3pm at the gate. If a teacher is concerned about a pupil or where an allegation of bullying exists, all teachers on rota will be made aware to be extra vigilant when supervising.

7. Supports for Staff

All staff will have a copy of the schools Anti-Bullying Policy and Code of Behaviour. The Board of Management will ensure that temporary and substitute staff have sufficient access to these policies. Staff are encouraged to avail of CPD in this area if available.

8. Consistent Investigation, follow up and recording of bullying behaviour (including use of established intervention strategies)

A parent or a pupil may bring a bullying concern to any teacher in the school. The member of teaching staff who has responsibility for investigating and dealing with bullying is referred to as the "Relevant Teacher".

The Relevant Teacher will be the class teacher of the child who is being bullied.

The Relevant Teacher is obliged to follow the Anti Bullying Policy and Procedures. The Relevant Teacher will lead the investigation, in consultation with the class teacher of the child/children who are allegedly engaging in bullying behaviour. The Relevant Teacher will then complete the follow up and recording as necessary.

The school will work hard to be proactive in establishing positive relations and will encourage pupils to deal adequately with interpersonal conflict. The school promotes a 'Reform, Not Blame' approach. Our immediate priority should a bullying incident occur is ending the bullying and restoring the relationships as far as possible.

9. Ongoing Evaluation of the effectiveness of the policy

The policy will be reviewed annually. The effectiveness of our school's anti-bullying policy should be subject to continuous review in the light of incidents in of bullying behaviour encountered.

Definition of Bullying

In accordance with the Anti-Bullying Procedures for Primary and Post Primary Schools bullying is defined as follows:

"Bullying is unwanted negative behaviour, verbal, psychological or physical conducted, by an individual or group against another person (or persons) and which is repeated over time."
(Anti-Bullying Procedures for Primary and Post-Primary Schools, 2.1.1 Pg.9)

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.

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

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.

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.

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 10 person (girl or boy); non-verbal gesturing; malicious gossip; spreading rumours about a person or giving them the "silent treatment".

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.

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.

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 personal belongings. 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.

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.

Appendix 2 includes other examples of bullying behaviour.

Education and Prevention Strategies

The school based and education and prevention strategies (including strategies specifically aimed at cyber-bullying, homophobic and transphobic bullying) that will be used by the school are as follows:

School Based Prevention Strategies:

- All staff will model respectful behaviour within the school community at all times.
- School rules are revised at our monthly assemblies. Particular attention may be drawn to one or two rules at a time.
- Key messages in relation to bullying are displayed in the school assembly hall. These include the schools Anti-Bullying Slogan which was devised in conjunction with the students. These key messages will be referred to at every monthly assembly. This will include promoting the right of every member of the school community to feel safe and secure in school.
- The School will provide 'Niggle Boxes' in classrooms from first up as a method of encouraging children to disclose bullying behaviour.
- As part of our Code of Behaviour we have a reward system in place to promote desired behaviour and compliance with school rules and routines. All teachers are encouraged to 'catch them being good', i.e. to notice and acknowledge desired respectful behaviour by providing positive attention and rewarding children with stamps.
- Teachers are encouraged to give constructive feedback to pupils when respectful behaviour and respectful language are ignored.
- The school will consistently tackle the use of discriminatory and derogatory language including homophobic and racist language and language that is belittling of pupils with a disability or SEN through its Code of Behaviour or Anti Bullying Policy as applicable.
- All staff will actively watch out for signs of bullying behaviour.
- Confidential Anti Bullying Questionnaires are used in the school at least once per term from second class up. The class teacher follows up on any issues or concerns raised.
- The school will ensure adequate supervision and monitoring of classrooms, corridors, school grounds, school tours and extra-curricular activities. Non-Teaching and Ancillary Staff are encouraged to be vigilant and report any issues to the relevant teachers. Supervision will also apply to the use of technology within the school.
- All teachers in the school have access to the 'Anti-Bullying Campaign Tools for Teachers'.
- The school will arrange the delivery of the Respectful Online Communication delivered by the Community Garda as part of the Garda Schools Programme when available. This talk is aimed at fifth class pupils.
- Special provision will be made for SEN or students identified as being vulnerable. This may involve work on social skills.
- Safety Talks around online behaviour will be arranged for the parents every three years in conjunction with the Parents Association. These talks may include work with relevant classes. Information relating to safe internet use will be distributed to parents every third year. (2018, 2021, 2024)
- The school will implement the advice in "Sexual Orientation Advice for Schools" when necessary. *Appendix 3 -RSE Primary PDST Bullying Information Booklet For Schools*

- The following initiatives also run in the school on an annual basis. They are aimed at fostering and encouraging a culture of respect and tolerance in school:
 - Friendship Fortnight: October Weeks 1 & 2
 - Anti-Bullying Awareness Month: November
(The Bullying Element of the Stay Safe will be taught during this month.)
 - Friendly February
 - Good Manners Month: March
- The Anti-Bullying Policy is available on our website and in the school office for parents/guardians.
- The school will seek the advice and support from NEPS, HSE, Tusla, School Nurse as necessary.

Classroom Based Prevention Strategies:

Classroom Management & Organisation:

- School Rules are taught explicitly in all classes in September and are revised each term.
- The teachers will involve pupils in formulating classroom rules and responsibilities. These will set out expected behaviour of pupils in the classroom, playground and school and will complement the school rules.
- Pupils will be explicitly taught what respectful language and respectful behaviour look like, acts like, sounds like and feels like in class and around the school.
- Children in all classes will be educated on the 'Role of Bystanders' with a view to empowering students to be more proactive when they witness bullying behaviour and encourage them to report bullying. (See Appendix 3 Role of the Bystander- PDST Anti-Bullying Support Material)
- Children will be explicitly taught how to use the 'Niggle Boxes' to report. They will also be taught other methods of reporting behaviour e.g. a note in their homework copy,
- School Rules and Classroom rules will be displayed clearly in all classes.
- Children will be educated on the types of bullying and they will be made aware of the very serious consequences of bullying behaviour as outlined in the school policy.

Social Personal and Health Education

- The SPHE is a mandatory component of the curriculum and is the overarching context for Anti-Bullying work in our school.
- The SPHE curriculum makes specific provision for exploring bullying as well as the inter-related areas of belonging and integrating, communicating, conflict, friendship, personal safety and relationships.
- Special provision for SEN pupils who may need more time to develop strategies and skills for their protection will be allowed for in small group or one-to-one situations with the Special Education Teacher if deemed necessary and appropriate.
- Relationship and Sexuality Education is part of SPHE. It provides children with opportunities to acquire knowledge and understanding of relationships and human sexuality. Strand Units include work on self-esteem, growing and changing, new life, feelings and emotions, keeping safe, making decisions and relationships with family, friends and other people.

Stay Safe Programme

- The Stay Safe Programme is a personal safety skills programme which seeks to enhance children's self-protection skills is taught every year. This programme includes a series of lessons that focus specifically on Bullying. Some of these lessons focus specifically on Cyber-bullying and Identity based bullying. These Stay Safe Bullying lessons will be taught in November to coincide with Anti Bullying Awareness Month.

Webwise Primary Programme

- Children in Fifth & Sixth Classes will follow the Web Wise Anti-Bullying Programme 'My Selfie and The Wider World'. This SPHE resource is designed to help students develop the skills and understanding to be responsible, socially conscious and effective internet users.
- Cyber Bullying Lessons are included as part of the Anti-Bullying Campaign lessons from second class upwards.
- Teachers in Third and Fourth Class will complete the 'Don't be mean behind your screen' lessons.

Anti-Bullying Campaign

- Pupils from First Class up will be taught at least five awareness raising exercises annually from the Anti-Bullying Campaign Tools for teachers. These lessons focus specifically on explaining the nature and unacceptability of bullying.
- Children in the Junior Classes will be taught to engage positively with peers through age appropriate role play activities in addition to all other relevant curricula activities.
- Children will be made familiar with the acceptable use policy for internet use in the school.
- Children from second class up complete at least three Anti-Bullying Surveys every year. These surveys must be retained by the class teacher by the class teacher and forwarded to the next teacher at the end of the school year.

Links to other Policies

Our Schools Anti Bullying Policy links to the following policies:

Code of Behaviour	The Anti-Bullying Policy of St Felim's N.S. forms part of our overall school's Code of Behaviour and the standards of behaviour that are outlined in the Code of Behaviour apply to the Anti-Bullying Policy of the school.
Child Protection	In accordance with DES Child Protection Procedures 2011; <i>"in situations where the (bullying) incident is serious and when the behaviour is regarded as potentially abusive, the school should consult with the HSE Children and Family Services with a view to drawing up an appropriate response, such as a management plan"</i> DES Child Protection Procedures 2011, 6.3.5 In addition serious incidences of bullying behaviour should be referred to the Tusla- HSE Child and Family Services.
Acceptable Use Policy	The practises outlined in the Acceptable Use Policy reflect the requirements of the Anti-Bullying Policy and must be applied at all times. This also applies to other technological devices including mobile phones, digital cameras and other devices.
Supervision of Pupils Policy	The supervision policy in the school outlines our commitment to providing a safe environment for all the pupils.

This is a working document

Curricula Requirements: Implementation of the SPHE Curriculum	SPHE is implemented in all classes in the school. The school policy on SPHE is available to all parents/guardians as necessary.
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Procedures for Investigating, Follow-up and Recording 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. (*Anti-Bullying Procedures for Primary and Post Primary Schools, 6.8.9 Pg 31*)

Reporting Bullying Behaviour

- Any pupil or parent/guardian may bring a bullying incident to any teacher in the school.
- All reports, including anonymous reports of bullying must be investigated and dealt with by the Relevant Teacher.
- Teaching and non-teaching staff such as Special Needs Assistants and secretaries must report any incidences of bullying behaviour witnessed by them or mentioned to them to the Relevant Teacher.

What happens after a report of bullying is made?

- The Relevant Teacher and the Principal will be informed of all reports of bullying behaviour.
- The Relevant Teacher will exercise his/her professional judgement to determine whether bullying has occurred using the methods of investigation outlined below and how best the situation might be resolved.
- The teacher must investigate the report to establish the facts.
- Parents/Guardians and pupils must 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 as quickly as possible.
- The Relevant Teacher must decide if the behaviour falls under the definition of bullying as set out in the Anti-Bullying Procedures for Primary Schools or if the report can be dealt with under the schools Code of Behaviour.

Methods of investigation

The teacher may use the following methods of investigation to establish the facts:

- Individual Interviews
- Group Interviews
- Confidential Questionnaires
- Classroom Observation
- Written records
- The relevant teacher should take a calm, unemotional problem-solving approach to investigating.
- Where possible interviews should take place outside of the classroom situation to preserve the privacy of all involved.
- All interviews should be conducted with sensitivity with due regard to the rights of all pupils concerned.

- 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 of effectively dealing with conflict in a non-aggressive manner.
- Where groups are involved each member will be interviewed individually at first. Thereafter, all those involved will be met as a group. At the group meeting each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements.
- The Relevant Teacher may request that the pupil(s) write a written account of what happened as part of any investigation.
- Each member of a group should be supported through the possible pressures that may face them from other members of the group after the interview by the teacher.

Time Scale of Investigation

- The Relevant Teacher must be given a reasonable amount of time to investigate all reports of bullying behaviour. As each bullying report is different and some are more complex than others sufficient time must be given to allow the teacher to conduct a thorough investigation.

What happens if it has been determined that bullying has occurred?

Stage 1

In cases where it has been determined that bullying behaviour has occurred, the parents/guardians of the parties involved should be contacted to inform them of the matter and explain that the following actions will be taken:

- The Relevant Teacher must make it clear to the pupil/pupils involved in bullying behaviour how he/she/they are in breach of the school's Anti-Bullying Policy and efforts must be made to try to get him/her/them to see the situation from the perspective of the pupil being bullied.
- The child/children involved are asked to sign a binding promise that they will treat all pupils fairly, equally and respectfully including the targeted pupil(s).
The Relevant Teacher is not apportioning blame but treating the matter as a mistake that needs to be remedied. The Relevant Teacher must make it clear that if their promise is honoured that will be an end of the matter. However, it must be made clear to the pupil that further consequences will be necessary if the behaviour does not cease.
- Thereafter, the Relevant Teacher may decide to implement some of the school's programme of supports for the pupil who has engaged in bullying behaviour or the pupil who has been bullied.
- Once an investigation is complete the Relevant Teacher will complete a report to include the date of the initial report, the methods of investigation used, the findings of the investigation, the promise and details of any supports offered to pupils as well as any other relevant information.
- These documents will be retained securely in the teacher's Anti-Bullying Policy folder in their classroom.
- It must be made clear that to all involved (each set of pupils and parents/guardians) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his/her parents and the school.

Follow Up

- 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 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 from the parties involved, their parents/guardians or the school principal or deputy principal.
- Where a parent/guardian is not satisfied that the school has dealt with a bullying case adequately in accordance with these procedures, the parents/guardians must be referred as appropriate to the school's parental complaints procedures.
- In the event that a parent/guardian has exhausted the school's parental complaints procedures and is still not satisfied, the school must advise the parent/guardian of their right to make a complaint to the Ombudsman for Children.

Stage 2: Formal Stages (Appendix 5 Template for Recording Bullying Behaviour DES Procedures)

The Relevant Teacher must use the DES template for recording bullying behaviour in the following circumstances:

1. 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 the bullying behaviour has occurred.
2. Where pupils who have already signed a promise and chose to break that promise.
3. Where cyber-bullying has been reported.

In cases 1 and 2:

- Parents of the pupil/pupils engaged in bullying behaviour will be invited to a meeting between the Relevant Teacher and the Principal Teacher. The children will be asked to sign a second promise and the parents and guardians will be asked to counter sign their son's/daughter's promise.
- Sanctions may be imposed under the schools Code of Behaviour if deemed appropriate. It must be made clear that to all involved (each set of pupils and parents/guardians) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his/her parents and the school.
- All parties will have to agree a strategy whereby a promise to end the bullying behaviour will be honoured.
- The Principal Teacher must make it clear that if this second promise is broken the matter will be dealt with under the school's Code of Behaviour which may result in the pupil(s) being suspended from school.
- Repeated reports of bullying behaviour involving the same pupil(s) will be referred to the Board of Management and the pupil(s) may be expelled from school.

In the case of Cyber-Bullying:

The school will make **reasonable** efforts to deal with reports of Cyber-Bullying incidents reported to it. These may include the following:

- The school may ask to see the messages, pictures or texts sent to a targeted pupil. The school is very well aware that as messages can be deleted and that it may not have the complete picture.
- However, if the school is satisfied that these have been sent to a public forum where the message could be viewed, commented on or repeated by other people this must be dealt with under the school's Anti-Bullying Policy. (DES Guidelines)
- A meeting will be arranged between the Principal and the Relevant Teacher to inform the parents of all children involved the extent of their knowledge of the situation.
- The school will give details of the information, messages or texts that have been brought to its attention. The purpose of this meeting is not to apportion blame to any party. Its function is to inform all parents the extent of its knowledge of a report of cyber-bullying.
- All children involved will be asked to sign a promise which must be counter signed by the parents. If the person being bullied has retaliated on social media and placed any hurtful or derogatory comments in response they too will be asked to sign a promise.
- It is imperative that parents must work with the school in the cases of reports of Cyber-Bullying as the majority of these incidences will occur outside of school hours as children do not have access to social media sites in school.
- The school will inform the parent body to check their child/children's phones for the presence of any app that enables messages to be sent anonymously should they be so informed. e.g. Saharah
- The school thereafter will:
 - Spend additional curriculum time on internet safety rules.
 - Monitor the situation between the parties to ensure that there is no escalation of the problems at school.
 - Provide a programme of support for the person being bullied.
 - Host a talk on internet safety.
 - Engage with outside agencies if necessary e.g NEPS, Gardaí.

Recording of Bullying Behaviour

- At Stage One, once an investigation is complete the Relevant Teacher will complete a report to include the date of the initial report, the methods of investigation used, the findings of the investigation, the promise and details of any supports offered to pupils as well as any other relevant information. ***See Appendix 6 – Stage One Reporting Sheet***
- These documents will be retained securely in the teacher's Anti-Bullying Policy folder in their classroom.
- In the formal stages, Appendix 3 of the DES guidelines must be completed in full and a record must be retained by the Relevant Teacher in their Anti-Bullying Policy folder. A copy must also be retained by the Principal Teacher in the students file or on Aladdin.
- Teachers will retain Anti-Bullying Surveys that pupils have completed throughout the year for the duration of the child's time in school.

Programme of Support

Cases of bullying are not all alike and may require different methods of intervention.

Pupils who are bullied may:

- Be shadowed by a teacher/SNA on yard for a period of time
- Be explicitly taught ways to act more assertively in order to develop strategies and skills needed for their protection e.g. Classes with the SEN teacher involving role-play, social skills, modelling how to deal with the bully, fogging (See PDST Anti-Bullying Support material Pg. 32)
- Be encouraged to become involved in activities to help develop friendships, social skills and build resilience e.g. group work such as circle time
- Be offered the support of a classroom 'buddy'
- If pupils require counselling or further supports the school will endeavour to liaise with the appropriate agencies to organise the same.

Pupils who have engaged in bullying behaviour may be:

- Encouraged to take responsibility for their actions and offered the chance to reform their behaviour and move forward. The school's aim in dealing with bullying behaviour is to seek a resolution and offer a fresh start with a 'clean sheet' and no blame in return for keeping a promise to reform.
- Praised for taking responsibility for their actions and showing remorse.
- Offered the chance to apologise to the victim.
- Offered ways to raise their self-esteem by encouraging them to become involved in activities that develop friendships and social skills if deemed appropriate by the teacher.
- Offered social skills in order to help them learn ways of meeting their need without violating the rights of others,
- Referred to the HSE/and or Gardaí in cases where the bullying incident is serious and where the behaviour is potentially abusive. (DES Guidelines)

Other pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to the teacher.

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.

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.

Adult Bullying / Harassment

The Board of Management of St Felim's National School will not tolerate adult bullying, sexual harassment or harassment on specified discriminatory grounds i.e. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the travelling community.

The procedure set out below may be initiated in relation to any of the following circumstances, which may occur in the workplace or otherwise in the course of employment:

- Adult Bullying;
- Sexual Harassment; or
- Harassment on other specified discriminatory grounds which could, in the circumstances, be regarded as offensive, humiliating or intimidating.

Adult Bullying

The INTO policy document "Staff Relations: a report on adult bullying in schools" relies on the definition that bullying is "repeated aggressive behaviour of a verbal, physical or psychological nature".

Adult bullying can take many different forms which usually include:

- Intimidation or harassment;
- Aggression;
- Verbal abuse;
- Humiliation;
- Undermining;
- Dominance or abuse of power;
- Different or unfavourable treatment;
- Exclusion or isolation.

Key features of adult bullying are that the behaviour is generally:

- Persistent and/or systematic;
- Unwanted;
- Subtle; and
- Non-physical.

However, for the purposes of the procedures outlined in this document, management have adopted the definition of bullying set out by the Health and Safety Authority which is:

"Bullying in the workplace is repeated aggression, verbal, psychological or physical, conducted by an individual or group against another person or persons. Bullying is where aggression or cruelty, viciousness, intimidation or a need to humiliate, dominate the relationships. Isolated incidents of aggressive behaviour, while to be condemned, should not be described as bullying. In the workplace environment there can be conflicts and interpersonal difficulties. Many of these are legitimate industrial relations difficulties which should be dealt with through the appropriate industrial relations channels. Only aggressive behaviour which is systematic and ongoing should be regarded as bullying."

Accordingly, it is the view of INTO and management, that the exercise of legitimate management functions, in a reasonable and fair manner, does not constitute bullying.

This is a working document

Sexual harassment or other harassment on specified discriminatory grounds

The Employment Equality Act (1998) explicitly provides that sexual harassment and other harassment on legally defined discriminatory grounds, is unlawful and constitutes discrimination, contrary to the Employment Act, 1998.

Employers may also be liable under the 1998 legislation, in respect of harassment occurring in the course of employment, whether or not, it occurs with the employer's knowledge or approval. However, the legislation also provides that it shall be a defence for an employer to show that reasonably practicable steps were taken to prevent the harassment. It is important to distinguish harassment, including sexual harassment, from normal social interaction at work involving mutually acceptable behaviour.

Sexual Harassment

It is unlawful to treat a person less favourably than another person on grounds of sex in matters relating to employment, whether in the workplace or otherwise in the course of employment. Sexual harassment creates an unpleasant and intimidating work environment, threatens job security and undermines equality in the workplace. It is a form of discrimination and every effort should be made to eliminate it.

The Employment Equality Act (1998) defines sexual harassment as *'any unwelcome act, request or conduct, which could reasonably be regarded as sexually or otherwise on the grounds of gender, to be offensive, humiliating or intimidating to the employee in question, such as:*

- *any act of physical intimacy; or*
- *any request for sexual favours; or*
- *any other conduct such as, spoken words, gestures or the production, display or circulation of written words, pictures or other materials.'*

Discrimination may also arise, if a person is treated differently in the course of his/her employment, by virtue of his/her acceptance or rejection of the sexual harassment.

In September 1994, the Department of Justice, Equality and Law Reform published a Code of Practice on measures to protect the dignity of women and men at work. The Code of Practice was issued in accordance with the European Commission's Code of Practice, which defined sexual harassment as: *"unwanted conduct of a sexual nature or other conduct based on sex affecting the dignity of women and men at work"*.

Other harassment on specified discriminatory grounds

The Employment Equality Act (1998) states that other harassment whether in the workplace or otherwise in the course of employment, may constitute discrimination, contrary to the legislation, in circumstances where:

- The harassment arises from an employee's marital status, family status, sexual orientation, religious beliefs, age, disability, race or membership of the traveller community; and
- The harassment is unwelcome and could reasonably be regarded as offensive, humiliating or intimidating to the employee concerned.

Harassment may constitute any act or conduct, such as, spoken words, gestures or the production, display or circulation of written words, pictures or other material. Discrimination may also arise, if a person is treated differently in the course of his/her employment, by virtue of his/her acceptance or rejection of the harassment.

Procedures to Address Adult Bullying/harassment

The procedure outlined below is designed to address adult bullying, sexual harassment or other harassment arising in the workplace or otherwise in the course of employment, in a fair and effective manner. In implementing the procedure, it is recommended that emphasis should be placed on assuring the party who considers that he/she is being bullied/ harassed:

- That his/her complaint is acknowledged,
- That the matter will be investigated effectively and sensitively and in accordance with due process.

Equally, where it is found that bullying or harassment has occurred, the emphasis, firstly, is to ensure that the offending behaviour immediately cease and secondly, to help the offending party acknowledge that his/her behaviour is unacceptable and that steps must be taken to address the matter constructively thereby avoiding any recurrence.

It is important to ensure that resolution is achieved at the earliest opportunity. Further, it may be appropriate for the victim or the offender to attend counselling or obtain such other help as may be required.

Step 1: Decide to address the matter

1. The party (party A) who considers that he/she is being bullied, sexually harassed or harassed on other specified discriminatory grounds, should decide to address the matter. However, in light of the potential effects of bullying or harassment on an individual, including loss of confidence, extreme upset, anxiety or fear, party A may initially decide to seek union representation or other assistance, including Employee Assistance Scheme or other counselling, in order to consider the most appropriate application of the procedures, in the circumstances.
2. Party A should keep a record of the pattern of behaviour or instances where he/she considers that bullying/harassment has occurred. The record should contain details such as dates, times, persons present, details of what was said or what occurred.

Step 2: Informally address the problem

1. The party who considers that he/she is being bullied, sexually harassed or harassed on other discriminatory grounds (party A), should request a meeting with the other party (B), in order to discuss matters.

The following should apply:

- Where necessary, the meeting may be facilitated by a third party, generally a teaching colleague.
- Party A should clearly outline his/her difficulties and should clearly object to the bullying/harassment and request that it stop;
- It is important that party A bear in mind, that the other member of staff may not be aware that his/her behaviour is causing difficulty;
- Both parties should seek to resolve their differences and establish a pattern of interaction exclusive of any forms of bullying/harassment;
- Party B may respond to party A at that meeting or if requested, should be given an opportunity to consider his/her response, in which case the meeting may be adjourned. Party B should respond in a constructive manner;

- The resolution, as appropriate, may include any of the following, e.g. a commitment to cease the particular behaviour, modify the behaviour, plan to eliminate situations where the parties would be in conflict or monitoring. Alternatively, it may emerge as a result of the discussions between the parties, that there may have been a degree of misunderstanding in relation to certain behaviours and the resolution may make provision for compromise or appropriate explanation or acknowledgement.
2. If there is no satisfactory indication of resolution between the parties, party A should refer the complaint to stage 3, i.e. formal procedures.

Stage 3 Formal Procedures : Principal Teacher or Chairperson of the Board of Management

1. Stage 3 provides a mechanism for the Principal Teacher to intervene and resolve the matter. However, if the Principal Teacher is one of the parties, the Chairperson of the Board of Management, should then be involved, in an individual capacity, in order to achieve resolution. In circumstances where the Chairperson may also be involved at stage 2, another member of the Board, may be designated to intervene.
2. Party A should advise party B that he/she is proceeding with stage 3.
3. Party A should state his/her complaint in writing and request the Principal Teacher (or Chairperson of the Board of Management, as the case may be) to investigate the matter.
4. The Principal Teacher (or Chairperson of the Board of Management, as the case may be) should:
 - Obtain background details including details of what occurred at the previous stage;
 - Consider the pattern of behaviour and the timescale;
 - Hear the parties and seek to resolve the matter;
 - Act in a fair and impartial manner and deal with the matter sensitively having regard to the nature of the problem and the principles of due process
 - Exercise judgement and make decisions which he/she considers necessary to resolve matters.
5. The outcome of the discussions should be noted by the parties.
6. The matter should be dealt with confidentially.
7. Where resolution has not been possible and particularly, where there is a likelihood of the offending behaviour continuing, either party or the Principal Teacher (or Chairperson of the Board of Management as the case may be) should refer the matter to the Board of Management in accordance with stage 4 below.

Board of Management

1. It is open to any of the parties or the Principal Teacher (or Chairperson of the Board of Management, as the case may be) to refer the matter to the Board of Management for investigation. The referral should be in writing and dated and should include a copy of the written complaint.
2. The Board of Management should consider the issues and investigate the matter.
3. The Board may enquire into the background of the difficulties including obtaining details on the sequence of initiatives taken at previous stages.
4. The Board or the Chairperson of the Board may meet Staff Member individually or collectively and may also request written submissions from the parties, having regard also to the principles of due process.

This is a working document

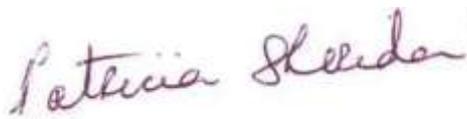
5. The Board may request the Principal Teacher to furnish a written submission.
6. The Board may afford the parties an opportunity to present their case orally at a Board meeting, in each other's presence.
7. Following oral presentations the Board of Management may designate the Chairperson to meet with the parties again, separately or jointly, if further clarification is required or to work towards resolution.
8. The Board of Management may convene a number of meetings in order to achieve resolution.
9. The Board of Management shall act in a fair and impartial manner in order to achieve resolution and shall deal with the matter sensitively, having regard to the nature of the problem.
10. Having considered all matters, the Board of Management should reach a view on the matter not later than 20 school days after receipt of the written request/referral.
11. Where the Board of Management finds that bullying/harassment has not occurred, both parties should be informed accordingly. No action shall be taken against the complainant provided the allegation was made in good faith. If the complaint was brought maliciously, it should be treated as misconduct and appropriate action taken.
12. Where the Board of Management finds that bullying/harassment has occurred, the Board should deal with the matter appropriately and effectively. This may include:
 - the issuing of a clear warning that bullying/harassment is not acceptable in the school workplace and that it will not be tolerated;
 - A demand that all forms of bullying/harassment cease and that acceptable patterns of interaction be established between the parties;
 - An instruction to the offending party that he/she apologise/ express regret or give an assurance that the bullying/harassment behaviour will cease;
 - Seeking a commitment to attend counselling or the welfare service;
 - More serious disciplinary sanctions as may be commensurate and appropriate, such as:
 - Oral warning
 - Written reprimand
 - Written warning
 - Final written warning
 - Suspension
 - Dismissal
13. As part of any resolution, the Board of Management should monitor the situation and should put systems in place to ensure that it is kept informed that resolutions are being implemented. The Board of Management should keep matters under review.

Implementation and Review

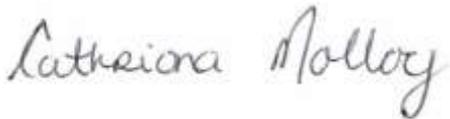
This policy was adopted by the Board of Management on **15th November 2017.**

This policy has been made available to school personnel, published on the school website (or where none exists, 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 and the patron if requested.

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. A record of the review and its outcome will be made available, if requested, to the patron and the Department. (Appendix 6)



Signed: _____
(Chairperson of Board of Management)



Signed: _____
(Principal)

Date: **15th November 2017.**

Date of next review: September/October 2018.

*Appendix 1****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 – Appendix 2 – Procedures

- 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 2 - Examples of Bullying Behaviours

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	<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
Intimidation, either physical, psychological or emotional	<p>Examples include:</p> <ul style="list-style-type: none"> • 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	<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
Undermining/Public or Private Humiliation	<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
Ostracising or isolating	<p>Examples include:</p> <ul style="list-style-type: none"> • Deliberately marginalizing 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	<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 • 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 or 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

Appendix 3 - RSE Sexual Orientation Advice for Primary Schools

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 4 – Role of the Bystander

Role of bystanders Bystanders or witnesses 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

Appendix 5 - Template for Recording Bullying Behaviour (DES)

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	
Parent	
Teacher	

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 submitted to Principal _____

Appendix 6 – Stage One Reporting Sheet

<i>Date of Initial Report:</i>
<i>Source of the Report:</i>
<i>Name & Class Group of the Child:</i>
<i>Details of the report:</i>
<i>Methods of investigation used:</i>
<i>The findings of the investigation:</i>
<i>Follow up Actions:</i>

Signed _____ (Relevant Teacher)

Date: _____