



Revised Anti-Bullying Policy Ballygarvan NS **Approved on April 2014 –Reviewed in March2019**

Reviewed annually until March 2019 when a comprehensive whole-school community review was held. (Appendices 4-6 were added to provide additional information to parents)

The Policy is reviewed annually by BOM.

Introduction

A review of the school's Anti-Bullying Policy took place in the second term of the 2013-14 school year. The Board of Management facilitated talks from an expert in the Anti-Bullying campaign and staff, parents and BOM members were invited to attend. The Principal consulted with Staff, Pupils, (from 4th-6th class), and parents.

A draft policy was submitted to staff, post-holders and parents from the Parents' Assoc for input and comments. It was then submitted to the BOM for comments and ratification.

A comprehensive review took place in the 2nd term of the 2018-19 school year. Input was received from staff, parents and the student council members.

For the purposes of this policy and in our dealings with pupils, staff and parents the definition of bullying is:

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.

Our Position on Bullying

The Ballygarvan NS whole school community believes that each pupil has a right to an education free from fear and intimidation and that they should enjoy their time in school.

The school regards bullying as a serious infringement of individual rights and a serious threat to the self-esteem and self-confidence of targeted pupil(s). Therefore, it does not tolerate bullying of any kind.

Every report of bullying is treated seriously and dealt with, having due regard for the well-being of the targeted pupil(s) and the perpetrator(s).

The immediate priority, should a bullying incident occur, is ending the bullying, (*thereby protecting the person(s) being targeted*) and resolving the issues and restoring the relationships involved insofar as is practicable using a "Reform, not Blame" approach.

All pupils are expected to contribute to the creation and maintenance a safe environment in the school. On becoming aware of any bullying situation, in or outside the school, involving members of the school community they should notify a trusted responsible adult. Bullying behaviour is too serious not to report.

Pupils' participation in school life in general is encouraged through existing school structures. Awareness of bullying, and willingness to take action to prevent or stop it, is part of this participation.

Anti-Bullying Policy

1. In accordance with the requirements of the *Education (Welfare) Act 2000* and the code of behaviour guidelines issued by the National Education Welfare Board, the Board of Management of Ballygarvan NS has adopted the following anti-bullying policy within the framework of the school's overall code of behaviour. This policy fully complies with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools* which were published in September 2013.
2. The Board of Management recognizes the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:
 - A positive school culture and climate which –
 - is welcoming of difference and diversity and is based on inclusivity;
 - encourages pupils to disclose and discuss incidents of bullying behaviour in a nonthreatening environment; and
 - promotes respectful relationships across the school community;
 - Effective leadership;
 - A school-wide approach;
 - A shared understanding of what bullying is and its impact;
 - Implementation of education and prevention strategies (including awareness raising measures) that –
 - Build empathy, respect and resilience in pupils; and
 - Explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying;
 - Effective supervision and monitoring of pupils;
 - Supports for staff;
 - Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
 - On-going evaluation of the effectiveness of the anti-bullying policy
3. In accordance with the *Anti-Bullying Procedures for Primary and Post-Primary Schools* bullying is defined as follows:

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

The following types of behaviour are included in the definition of bullying:

- deliberate exclusion, malicious gossip and other forms of relational bullying,
- cyber-bullying 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.

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

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

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

4. The "Relevant Teacher(s)" for investigating and dealing with bullying in this school are normally the class teachers. However, an allegation of bullying may be raised with any teacher in the school. Teachers will take appropriate measures regarding allegations in accordance with the school's anti-bullying policy.
5. The education and prevention strategies (including strategies specifically aimed at cyber-bullying and identity based bullying) used by the school are as follows:
 - The anti-bullying module of the Social and Personal Health Education programme as it applies during each school year,
 - At least five awareness-raising exercises per school year for each class group (*e.g. from the "Awareness-Raising" strand of the Anti-Bullying Campaign, via its website*), pro-actively explaining the nature and variety, causes, consequences and unacceptability of bullying.
 - Pupils are helped to examine the issue of bullying in a calm rational way, outside of the tense context of particular bullying incidents. In the process they are made more aware of the nature of bullying and the various forms that it can take.
 - Pupils are made aware that the consequences of bullying behaviour are always bad for those who are targeted, even if this is not always obvious at the time.
 - Pupils are encouraged to recognise, reject and report bullying behaviour, either spontaneously or through questionnaires/surveys that are regularly used in the school.

Through presentations or other exercises, the school staff and parents/guardians are made aware of the nature of bullying and the signs that might indicate that a pupil is being bullied. They are encouraged to be vigilant in watching out for signs of bullying and to report any suspicion of bullying they may have to the "Relevant Teacher" (in the case of staff members) or any staff member (in the case of parents/guardians).

Through regular reports in school newsletters and other communications as well as at meetings with parent/guardian groups parents/guardians are regularly informed of the activities of the school in this area and encouraged to support its work.

- An annual anti-bullying/friendship week.
- Teach anti bullying lessons in accordance with the S.P.H.E. Programme from Junior Infants to 6th class explicitly teaching respectful language and respectful behaviour.
- Teach Stay Safe Lessons on bullying which focus on the different types of bullying and what to do if bullied.
- Teach Religion /Ethical programme content that relates to anti-bullying.
- Oral work in all subjects to promote self-esteem and enhance relationships.

- Use School Assemblies to foster a positive school spirit, to increase awareness of the schools anti bullying policy.
 - Staff will model respectful behaviour.
 - Display respect messages in classrooms and around the school.
 - Acknowledge desired respectful behaviour.
 - Tackle the use of discriminatory/derogatory language in the school including homophobic/racist language and language that belittles pupils with a disability and give feedback when respectful behaviour and respectful language are absent.
 - Teach school rules and promote/recognise compliance with school rules and routines.
 - Explicitly teach pupils about appropriate use of social media and the need to be safe.
 - Encourage pupils to comply with the school rules on mobile phone and internet use.
 - All staff will actively watch out for signs of bullying behaviour.
 - Provide consistent and comprehensive supervision including playground/school yard/outdoor supervision.
 - Actively seek parental support for anti-bullying measures/procedures.
 - Make clear to pupils that when they report incidents of bullying they are acting responsibly and are not telling tales.
 - Pupils are not permitted to have a mobile phone during school time or while on the school premises/grounds. C/F School policy on mobile phones.
 - School computers have a system to block social media websites limiting access to opportunities to engage in any inappropriate activity online.
 - The school will provide parents with advice and guidelines in relation to their responsibilities for keeping their children safe on line.
 - Talks may be arranged from outside speakers to inform parents and staff of up to date developments in the area of bullying and staff will be encouraged to stay informed in this area and avail of in-service training when available.
 - Parents and pupils are expected to sign an acceptable Use of I.C.T. Contract, the contents of which teachers will regularly raise with pupils and which parents are expected to discuss with their children at an appropriate level.
6. The school's procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour, are detailed below, (remembering that the primary aim is to restore, as far as practicable, the relationships of the parties involved rather than to apportion blame). All relevant materials required to implement this procedure will be centrally stored in a place known to staff.

A Summary of the procedures taken following a bullying allegation is provided in a Text and Flowchart format in Appendix 4 and Appendix 5.

- The 'Relevant Teacher' investigates all instances of reported or suspected bullying behaviour, whether these take place within the school or outside it, (from anyone in the whole school community), with a view to establishing the facts and bringing any such behaviour to an end. A pupil survey may be used for this purpose.
- The School, through the 'Relevant Teacher' reserves the right to ask any pupil to write an account of what happened, as part of an investigation. This will be a standard procedure and does not imply that a pupil is guilty of misbehaviour.

Phase 1:

- Pupils who are alleged to have been involved in bullying behaviour are interviewed by the 'Relevant Teacher' to establish the nature and extent of the behaviour and any reasons for it. In the event that they have been involved in bullying behaviour they are asked to sign a binding promise that they will treat all pupils fairly, equally and respectfully including the targeted pupil(s). *Please note: sanctions for misbehaviour may be imposed as part of the School's Code of Behaviour as they would be for any misbehaviour whether it is "bullying" or not.*
- 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, to give them "one chance" to amend their behaviour and to seek a promise that it will stop. If that promise is forthcoming and is honoured there will be no further penalty and that will be the end of the matter. **(A sample copy of the "Promise" is provided in Appendix 6)**. 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. These reports will be stored securely in a central place known to staff.

Phase 2:

- If a pupil has signed a 1st promise but then chooses to break that promise and continue the bullying behaviour, this can then no longer be considered a "mistake."
- A more serious sanction will be imposed under the school's Code of Behaviour. S/he will be required to sign another promise, this time countersigned by a parent/guardian;
- Parent(s)/guardian(s) will 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;

Phase 3:

- If a pupil has signed a 2nd promise but then chooses to break that promise and continue the bullying behaviour, it will be considered a very serious matter.
- Parent(s)/guardian(s) will be invited to a meeting with the 'Relevant Teacher' and the Principal and the pupil may be subject to immediate sanctions up to and including suspension from school.

The case will be referred to the Board of Management and the pupil may ultimately be expelled from the school. The relevant teacher must use the recording template at **Appendix 2**, (From DES Procedures), to record the bullying behaviour, if the 2nd written promise is broken or if the behaviour is deemed to be gross misbehaviour in line with the school's Code of Behaviour.

In cases where the relevant teacher considers that the bullying behaviour has not been adequately and appropriately addressed within 20 schooldays after he/she has determined that bullying behaviour has occurred, and the 2nd promise has been broken, it must be recorded by the relevant teacher in the appropriate recording template.

Any disciplinary sanctions are a private matter between the pupil being disciplined and his or her parents, and the school authorities. These matters are always dealt with in accordance with the school's code of behaviour.

All documentation regarding bullying incidents and their resolution is anonymised and is retained securely in the school in a place known to school staff. The Board of Management may need to be informed about these records although the pupils involved will not be identified.

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

- a) Whether the bullying behaviour has ceased, and the written promise has been kept;
- b) Whether any issues between the parties have been resolved as far as is practicable;
- c) Whether the relationships between the parties have been restored as far as is practicable; and
- d) Any feedback received from the parties involved, their parents or the school Principal or Deputy Principal;

Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents will be referred, as appropriate, to the school's parental complaints procedures.

In the event that a parent has exhausted the school's complaints procedures and is still not satisfied, the school will advise the parents of their right to make a complaint to the Ombudsman for children.

The Children First National Guidance for the Protection and Welfare of Children 2017 (Children First) and the Child Protection Procedures for Primary and Post-Primary Schools provide that in situations where "the incident is serious and where the behaviour is regarded as potentially abusive, the school must consult the HSE Children and Family Social Services with a view to drawing up an appropriate response, such as a management plan".

Serious instances of bullying behaviour will in accordance with the Children First and The Child Protection Procedures for Primary and Post-Primary Schools, be referred to the HSE Children and Family Services and/or Gardaí as appropriate.

If there are child protection concerns arising from alleged bullying behaviour among pupils it will be recorded in the Child Protection Oversight Report that is presented to the Board of Management by the principal at every meeting.

For some incidents, the School's Critical Incident Management Plan may be used if appropriate.

7. The school's programme of support for working with pupils affected by bullying is as follows:

- Bullied pupils:
 1. Ending the bullying behaviour,
 2. Changing the school culture to foster more respect for bullied pupils and all pupils,
 3. Changing the school culture to foster greater empathy towards and support for bullied pupils,
 4. Indicating clearly that the bullying is not the fault of the targeted pupil through the awareness-raising programme,
 5. 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,
 6. After resolution, enabling bullied pupils to complete a victim-impact statement, if appropriate.
 7. Making a key staff member available to liaise with pupil regularly

8. Making adequate counselling facilities available to pupils who need it in a timely manner or referring pupils to appropriate agencies. (Within the limits of resources available to the school).
9. 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).

- 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, or referring pupils to appropriate agencies, to help those who need it to learn other ways of meeting their needs besides violating the rights of others. (Within the limits of resources available to the school).
- Helping those who need to raise their self-esteem by encouraging them to become involved in activities that develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school),
- Using learning strategies throughout the school and the curriculum to help enhance pupils’ feelings of self-worth,
- In dealing with negative behaviour in general, encouraging teachers and parents to focus on, challenge and correct the behaviour while supporting the child,
- In dealing with bullying behaviour seeking resolution and offering a fresh start with a “clean sheet” and no blame *in return for keeping a promise to reform*.

8. Supervision and Monitoring of Pupils:

The Board of Management confirms that appropriate supervision and monitoring policies and practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible. Pupils, Staff and Post-holders will be consulted to identify the “hotspots” around the school.

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

10. This policy was adopted by the Board of Management on 14th May 2014 and reviewed annually.

11. This policy has been made available to school personnel, published on the school website and provided to the Parents’ Association. A copy of this policy will be made available to the Department of Education and Skills and to the patron if requested.

12. This policy and its implementation will be reviewed by the Board of Management once in every school year. **(Using Appendix 3)**. Written notification that the review has been completed will be made available to school personnel, published on the school website and provided to the Parents’ Association. A record of the review and its outcome will be made available to the Department of Education and Skills and to the patron if requested.

Signed: Liam O' Donovan
(Chairperson of Board of Management)

Signed: Mairéad Coakley
(Principal)

Date: 19/6/23

Date of next review: May 2024

Glossary of Terms used in this document

BOM: Board of Management-Manages the school

NEWB: National Education Welfare Board-Body that monitors school attendance

SPHE: Social and personal health education -Subject on school curriculum

ICT: Information and communication technology

DES: Department of Education and Skills-Government Department in charge of Education

HSE: Health Service Executive-In charge of delivering Health Policy in the state

Stay Safe Programme: The approved and mandatory anti-child abuse prevention programme implemented in schools.

Appendix 1: Examples of Bullying Behaviour

Bullying behavior is always deliberate, harmful and repeated. Bullying can take a number of forms. These may include any of the following (this list is not exhaustive):

- **Repeated aggressive behaviour/attitude/body language, for example:**
Shouting and uncontrolled anger,
Personal insults,
Verbal abuse,
Offensive language directed at an individual,
Continually shouting or dismissing others,
Public verbal attacks/criticism,
Domineering behaviour,
Open aggression,
Offensive gestures and unwanted physical contact.
- **Intimidation, either physical, psychological or emotional, for example:**
Treating in a dictatorial manner,
Ridicule,
Persistent slagging,
Deliberate staring with the intent to discomfort.
Persistent rudeness in behaviour and attitude toward a particular individual.
Asking inappropriate questions/making inappropriate comments re. personal life/family
Asking inappropriate questions/making inappropriate comments re. social life or schoolwork.
- **Interference with property, for example:** Stealing/damaging books or equipment
Stealing/damaging clothing or other property
Demanding money with menaces
Persistently moving, hiding or interfering with property
Marking/defacing property
- **Undermining/Public or Private Humiliation, for example:** Condescending tone,
Deliberately withholding significant information and resources,
Writing of anonymous notes,
Malicious, disparaging or demeaning comments,
Malicious tricks/derogatory jokes,
Knowingly spreading rumours,
Belittling others' efforts, their enthusiasm or their new ideas,
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, for example:**
Deliberately marginalising an individual
Deliberately preventing a person from joining a group,
Deliberately preventing from joining in an activity, schoolwork-related or recreational
Blaming a pupil for things s/he did not do.

Appendix 2 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/re(tick relevant port box(es))*

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

Pupil concerned
Other Pupil
Parent
Teacher
Other

Playground	
Classroom	
Corridor	
Toilets	
School Bus	
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

Signed _____ (Relevant Teacher) Date _____

Date submitted to Principal/Deputy Principal _____

Appendix 3 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.

	Yes /No
Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the <i>Anti-Bullying Procedures for Primary and Post-Primary Schools</i> ?	
Has the Board published the policy on the school website and provided a copy to the parents' association?	
Has the Board ensured that the policy has been made available to school staff (including new staff)?	
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?	
Has the Board ensured that the policy has been adequately communicated to all pupils?	
Has the policy documented the prevention and education strategies that the school applies?	
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?	
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	
Has the Board received and minuted the periodic summary reports of the Principal?	
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?	
Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	
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?	
Has the Board put in place an action plan to address any areas for improvement?	

Signed _____
Board of Management

Date _____ Chairperson,

Signed _____

Date _____ Principal

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Notification regarding the Board of Management’s annual review of the anti-bullying policy

To: _____

The Board of Management of _____ wishes to inform you that:

- The Board of Management’s annual review of the school’s anti-bullying policy and its implementation was completed at the Board meeting of _____ [date].
- This review was conducted in accordance with the checklist set out in **Appendix 3** of the Department’s *AntiBullying Procedures for Primary and Post-Primary Schools*.

Signed _____
Board of Management

Date _____ Chairperson,

Signed _____

Date _____ Principal

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Appendix 4

Ballygarvan NS Summary of Steps taken following allegation of bullying behaviour.

The full Anti-Bullying Policy is available on the school's website at the following link: www.ballygarvanns.com

It is reviewed annually, and a suggestion has been made to provide this summary for parents to explain the steps taken in our school, when a bullying incident arises.

Please read this summary in conjunction with the "Flow Chart" (**Appendix 5**) also provided.

Prevention and Awareness:

There is a comprehensive preventative and awareness programme carried out in the school throughout the year where the following strategies are used:

1. Social and Personal Health Education-lessons, available on Anti-Bullying Campaign website, and "Stay Safe" lessons for Sen Infant, 2nd 4th and 6th classes.
2. Wellbeing and Friendship Weeks
3. Regular "unannounced" Surveys throughout school ie. Not relating to an incident
4. Talks for pupils, staff and parents
5. In-service for staff
6. Consistent and vigilant supervision, in class, on yard and at out-of-school events
7. Student Council/Pupils-Yard buddies, Art Comp, input to annual review

Dealing with a Report of a "Bullying" Incident

The Code of Behaviour is an overarching policy which applies to all behaviour incidents in the school and it runs parallel to the Anti-Bullying procedures.

For example, if a child hits another pupil on yard, that is dealt with under the school's Code of behaviour but it may or not be an incidence of "Bullying". It will have to be investigated by the relevant teacher before that determination is made.

A survey may be administered as part of this investigation, where the children are asked to note any types of bullying behaviour they have witnessed and name the pupils who have engaged in bullying behaviour.

Please Note: Regular surveys will also be given 3 times a year, in all classes simultaneously, and without advance notice. This is to ensure that pupils do not have the opportunity to "collude" in advance about what they write in the surveys. Parents will be notified and sent a sample of the survey, when they are given to the pupils, to enable a discussion about Bullying behaviour at home.

If the teacher decides, it is a one-off incident, the sanction from the Code of Behaviour will be applied but the Anti-Bullying procedures won't be applied.

Phase 1:

If the incident is bullying behaviour, the Code of Behaviour sanction still applies but the Anti-Bullying procedures are also followed ie a promise is signed but parents and the principal are not informed.

The text of the “Promise” is an undertaking in age-appropriate language to behave respectfully in future. (It is NOT a signed “confession”). The pupils are taught that when they sign something, it’s important that they keep their word. **(See sample “Promise” in Appendix 6)**

The reason parents and the Principal are not informed is that all the relevant research shows that pupils won’t report bullying behaviour if their classmates are harshly punished or parents informed. Pupils don’t want to be a “snitch” or get children “in trouble” in school **or** at home.

The pupil who has engaged in bullying behaviour and signed the promise is given one chance to change their behaviour and learn how to empathise with their victim.

Discussions with the members of the Student Council confirmed this and they indicated the idea of giving a pupil “one chance” to reform was important.

Phase 2:

If the promise is broken, more serious Code of Behaviour sanctions are applied and parents and principal are informed and 2nd promise is signed.

Phase 3:

If 2nd promise is broken, severe sanctions are applied and Board of Management is informed as **Appendix 2**, (from the Dept of Education’s procedures for BOM), will be filled in after the 2nd promise is broken.

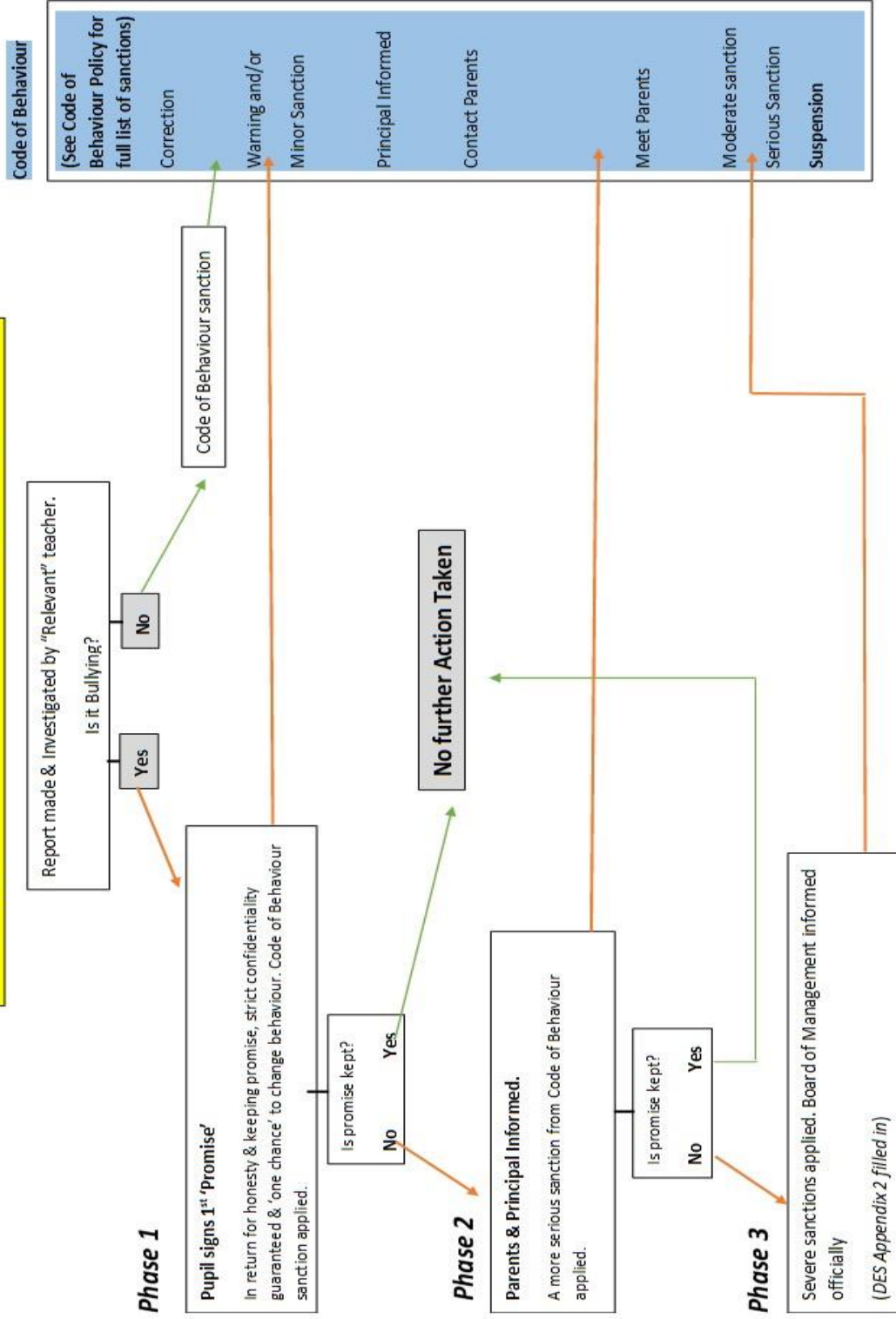
Support for the victims of Bullying

Our full Anti-Bullying Policy outlines detailed supports for the victims of bullying in Section 7, page 6. These include:

- Believing the pupil
- Ending the bullying behaviour
- Increasing supervision where necessary
- Empathising with the pupil
- Providing a key staff member to liaise with pupil
- Making counselling sessions available where necessary
- Providing opportunities to bolster their self-esteem



Anti- Bullying Awareness and Prevention Strand Ongoing Throughout the Year





Appendix 6

Ballygarvan NS

Anti-Bullying Campaign



SAMPLE Pupil Behaviour Promise

(This will be edited to make sure it is age appropriate)

Pupil Name: _____ Class: _____

The teacher goes through the following verbally with the pupil:

I know that all of my fellow pupils are different from each other and from me in many ways. *(These might include hair colour, skin colour, what we wear, height, weight, size, accent, religion, nationality, where we live or have lived, whether we are loud or quiet, bad at learning, good at sports etc).* I would not like to be treated unfairly and made to feel bad by any of my fellow-pupils because of any of these differences or just because they did not like me. I know that I have a right to be different from other pupils and that this does not give anyone the right to treat me unfairly or to be mean to me. I know I should be treated fairly, equally and respectfully in school because of the school's Code of Behaviour. I know I should be treated fairly, equally and respectfully outside of school too.

I also know that all other pupils should be treated fairly, equally and respectfully. It is wrong to treat anyone any other way. I therefore promise that in future I will treat all my fellow-pupils fairly, equally and respectfully despite our differences and whether I like them or not.

In particular: *(Handwrite below "I will always treat (N) fairly and respectfully")*

Signed: Pupil: _____ Date: ___/___/___

Teacher: _____