

# Anti-Bullying Policy



Gaelscoil Naomh  
Pádraig

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## **Anti-bullying policy:**

### **(1) Opening Statement**

The staff came together on 14th January 2014 to review this policy taking consideration of the publication of *Anti-Bullying Procedures for Primary and Post-Primary Schools* (September 2013). The Anti-bullying policy is reviewed on a regular basis. *In 2021/22 a sub-committee was formulated to carry out an in-depth review of this policy.* A draft of this policy was presented to the following groups to attain their opinions and any amendments:

- Teachers
- Support staff
- 4th - 6th class students
- Parents
- Board of Management

The Anti-bullying policy will be reviewed on an annual basis.

### **(2) Rationale**

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 Gaelscoil Naomh Pádraig 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 Anti-Bullying Policy was reviewed because specific updated recommendations were made in the *Anti-Bullying Procedures for Primary and Post-Primary Schools (2013)* and because it is appropriate to review this policy on an annual basis and make any amendments deemed necessary.

### **(3) Relationship to our School Ethos**

In accordance with the school ethos and Code of Behaviour, it is every child's right to receive an education in a safe and calm environment allowing them to develop their self-

confidence with the help of the implementation of the anti-bullying policy in the school. It is important that there is co-operation between the staff, parents and school children to effectively implement this policy.

#### **(4) Aims of the Policy**

Our school would like to achieve the following aims:

- **An understanding of bullying** amongst the managing body of the school, teachers and non-teaching staff, pupils and parents/guardians; **that it is not acceptable behaviour.**
- To promote a school ethos of self-esteem
- To lay out and develop protective and preventative measures which can be used when bullying incidents are reported
- To create a school ethos which encourages children to disclose and discuss bullying incidents
- To provide procedures for recording and reporting incidents of bullying
- To provide procedures for investigating and dealing with incidents of bullying
- To develop a support programme for those affected by bullying behaviour and for those involved in the bullying behaviour
- To work with the appropriate agencies in countering against all forms of bullying and bullying behaviour

#### **(5) The Key Principles of Best Practice**

(i) A positive school culture and climate which-

- o is welcoming of difference and diversity and is based on inclusivity;
- o encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
- o promotes respectful relationships across the school community;

(ii) Effective leadership;

- (iii) A school-wide approach;
- (iv) A shared understanding of what bullying is and its impact;
- (v) Implementation of education and prevention strategies (including awareness raising measures) that-
  - o build empathy, respect and resilience in pupils; and
  - o explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying;
- (vi) Effective supervision and monitoring of pupils;
- (vii) Supports for staff;
- (viii) Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
- (ix) On-going evaluation of the effectiveness of the anti-bullying policy.

## **(6) Definitions of Bullying**

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

Here are the definitions of bullying in accordance with the *Anti-Bullying Procedures for Primary and Post-Primary (2013)*:

- . (i) deliberate exclusion, malicious gossip and other forms of relational bullying;
- . (ii) cyber-bullying; and
- . (iii) 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 this definition of bullying and should be dealt with, as appropriate, in accordance with the school's code of behaviour.

In addition, in the context of these procedures 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.

## **(7) Types of bullying**

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

o **Physical aggression:** This behaviour includes pushing, shoving, punching, kicking, poking and tripping people. It may also take the form of severe physical assault. While pupils often engage in 'mess fights', they can sometimes be used as a disguise for physical harassment or inflicting pain.

o **Intimidation:** Some bullying behaviour takes the form of intimidation: it may be based on the use of very aggressive body language with the voice being used as a weapon. Particularly upsetting can be a facial expression which conveys aggression and/or dislike.

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

o **Cyber-bullying:** This type of bullying is increasingly common and is continuously evolving. It is bullying carried out through the use of information and communication technologies such as text, social network sites, e-mail, instant messaging (IM), apps, gaming sites, chat-rooms and other online technologies. Being the target of inappropriate or hurtful messages is the most common form of online bullying. As cyber-bullying uses technology to perpetrate bullying behaviour and does not require face to face contact, cyber-bullying can occur at any time (day or night). Many forms of bullying can be facilitated through cyber-bullying. For example, a target may be sent homophobic text messages or pictures may be posted with negative comments about a person's sexuality, appearance etc.

o **Name calling:** Persistent name-calling directed at the same individual(s) which hurts, insults or humiliates should be regarded as a form of bullying behaviour. Often name-calling of this type refers to physical appearance, e.g., size or clothes worn. Accent or distinctive voice characteristics may attract negative attention. Academic ability can also provoke name calling. This tends to operate at two extremes. There are those who are singled out for attention because they are perceived to be weak academically. At the other extreme there are those who, because they are perceived as high achievers, are also targeted.

o **Damage to property:** Personal property can be the focus of attention for bullying behaviour. This may result in damage to clothing, mobile phone or other devices, school books and other learning material or interference with a pupil's locker or bicycle. The contents of school bags and pencil cases may be scattered on the floor. Items of personal property may be defaced, broken, stolen or hidden.

o **Extortion:** Demands for money may be made, often accompanied by threats (sometimes carried out in the event of the targeted pupil not delivering on the demand). A pupil may also be forced into theft of property for delivery to another who is engaged in bullying behaviour.

### **(8) Indicators of Bullying behaviour**

The following signs and symptoms may suggest that a pupil is being bullied:

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

The above signs do not necessarily mean that a pupil is being bullied, but if repeated or occurring in combination, these signs do warrant investigation in order to establish what is affecting the pupil. (Anti-Bullying Procedures for Primary and Post-Primary schools, 2013).

## **(9) Roles and Responsibilities**

The following are the relevant teachers who will investigate any bullying and deal with it:

- The Principal has the responsibility of co-ordinating and monitoring the policy with support from the school staff.
- Each teacher is responsible for their own class and for the children in the yard when they are on yard duty in the school. Each member of staff will follow the protocol (outlined in this policy - see section 11: Procedures for dealing with bullying incidents) for dealing with incidents of a bullying nature.
- The school children will be informed of this policy. The steps they should take if they are being bullied will be explained to them (Friendship Week, Circle Time, Assembly). Acceptable behaviour will be explained to them during assembly and in class.
- The school children's parents will be informed of this policy and they will be made aware of when Friendship week is taking place in the school.
- It is the Principal's duty to give a report to the Board of Management once a term to inform them of:
  - (1) the amount of bullying cases that have been reported
  - (2) to ensure that each case was dealt with / is being dealt with by the school(Anti-Bullying Procedures for Primary and Post-Primary schools, 2013).

## **(10) Intervention Strategies to prevent bullying**

G SNP has a system in place to make every effort to stop bullying happening in our school:

1. 5-7 interactive lessons for pupils from Rang 2-6 to develop their understanding of bullying (cyber-bullying included). These lessons are available on all school computers and can be located in *Teachershare*. It is advised that two lessons are taught each term.
2. Procedures for dealing with bullying behaviour are reviewed.

3. Teachers' Folder ( checklists and forms). The same standardised templates will be put in folders for the teachers so that there will be continuity throughout the school. This will increase the likelihood of dealing with incidents of a bullying nature in a coherent fashion throughout the school
4. A regular class review will take place halfway through the term where the relevant class teacher will facilitate an informal conversation with each individual child to investigate "Is bullying taking place?"
5. Friendship week (which takes place on an annual basis). There are lessons provided for this.
6. Circle Time (Jenny Mosley) - once a week.
7. Our *Rialacha Órga* (Golden Rules) - the Golden Rules are taught in all classes throughout the school.

**The practical ways that the school use to emphasise that bullying behaviour will not be tolerated:**

- By facilitating a joint understanding between staff, pupils and parents of what bullying behaviour is
- By using assembly time to remind the children about the Anti-Bullying Policy
- By using the formal and informal curriculum to emphasise anti-bullying - art activities, posters, drama, role-play, OSPS, co-operative / team building games
- By facilitating special events like Friendship Week, Circle Time by Jenny Mosley etc
- There is supervision on each yard every morning, each break time, at home time and when events take place outside of school hours
- Surfaces and toilets are monitored

(Anti-Bullying Procedures for Primary and Post-Primary schools, 2013).

**(11) Procedures for dealing with bullying incidents**

**Method and strategy: Resolve and Restore**

**(A) Teacher's Input**

The teacher will explain to the children;

- that we understand that bullying occurs in life
- if any child recognises that this type of behaviour is happening that it must be spoken about so that we can ask the person/persons to stop

**(B) Regular Class Monitoring**

- An informal discussion will be facilitated between the class teacher and each individual child in the class each half-term in classes Rang 1 to Rang 6.
- the children will be asked to disclose anyone demonstrating this type of behaviour
- if a pupil's name is disclosed, the teacher will speak to that pupil to ascertain if he/she is bullying
- if it is bullying behaviour that is taking place, that pupil will be asked to make a promise

**(C) The Promise Procedure (3 steps)**

**1. The pupil will be asked to promise to stop this bullying behaviour. The following is the arrangement that will take place if they keep their promise:**

- There is no immediate consequence at this stage
- The Principal will not be informed
- Their parents will not be contacted by the school/Principal regarding this matter

(No punishment will be given as aforementioned as a reward if he/she keeps his/her promise and is honest and sincere about it).

**2. If the first promise is broken (a child will move to step 2 in the Promise Procedure process if the bullying behaviour identified at step 1 continues, irrespective of whether it is targeted at the same individual or a different individual) :**

- The pupil will be asked to make and keep a second promise

- The Principal and parents will be informed

(The Principal and parents will be informed but there will be no sanction as a reward if he/she keeps his/her promise and is honest and sincere about it).

### 3. **If the second promise is broken:**

- The school will refer to the Code of Behaviour and will be implemented

Teachers should take a calm, objective problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents. Incidents are generally best investigated outside the classroom situation to ensure the privacy of all involved. For all bullying incidents, the teacher must speak one-on-one with the pupils involved to try and ascertain the truth. All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way.

(i) When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of **what, where, when, who and why**. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner

(ii) Two teachers can be present when investigating bullying behaviour, especially in extreme cases

(iii) If a group is involved, each member should be spoken to/with individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements

(iv) If it is believed that one pupil was bullying another, the procedures that have been mentioned above will be enacted

(v) Each member of a group should be supported through the possible pressures that they may face from the other members of the group after interview by the teacher

(vi) Teachers who are investigating cases of bullying should keep a written account of any conversations with those involved (standard template in the Teacher's folder). It would also be helpful to ask those involved to write their own account of what happened.

A pro-active anti-bullying policy is extremely effective when set in the foundations of a school atmosphere which encourages respect, trust, care, concern and support for other people.

As pupils model their behaviour on that of adults, Principals and teachers have to be careful to act as good role-models and not take advantage of their position of authority. Moreover, they should be fair, firm, clear and consistent in their disciplinary measures. Techniques that are based on positive encouragement and recognition are clearly more effective than those based on fear and threat, in attracting desirable, positive behaviour.

## **(12) Educational and preventative strategies regarding cyber-bullying, homophobic and transphobic bullying**

### **Cyber-bullying**

Access to technology means that cyber-bullying can happen around the clock and the pupil's home may not even be a safe haven from such bullying. Pupils are increasingly communicating in ways that are often unknown to adults and free from supervision. The nature of these technologies means digital content can be shared and seen by a very wide audience almost instantly and is almost impossible to delete permanently. While cyber bullying often takes place at home and at night, the impact can also be felt in school.

(Anti-Bullying Procedures for Primary and Post-Primary Schools, 2013)

The school will organise workshop/information seminars for the 4th 5th & 6th class pupils on an annual basis and information talks for parents every year (zoom session)

### **Homophobic and transphobic Bullying**

Gaelscoil Naomh Pádraig is under the patronage of the Archbishop as it is a Catholic school. Accordingly, the school ethos is based on the teachings and advice of the Catholic Church. The school emphasises respect, empathy, understanding and compassion to all members of the school community no matter what their circumstance - be it physical, gender or how they would like to be recognised. The class teacher will discuss a situation should the need arise and deal with it in a respectful and appropriate manner.

### **Behaviours based on Recognition**

In accordance with its obligations under equality legislation, the school will 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 i.e. gender including

transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

### **Educational and Preventative Strategies**

- Emphasis on developing empathy in all the children throughout the school
- Circle Time - Jenny Mosley
- Anti-Bullying / Friendship Week - Information worksheets on cyber-bullying, classroom discussions
- Golden Rules - discussed in the classroom weekly
- Principal speaking about using the Golden Rules during the weekly assembly and cyber-bullying from time to time
- Emphasis, recognition and praise given for showing respect
- Emphasis, recognition and praise given for enthusiasm and resilience
- The Stay Safe Programme is taught yearly
- The Relationship and Sexuality Education Programme (RSE/OCG) is taught yearly in the appropriate classes (5th & 6th classes - ACCORD)
- The 'Misneach' Programme is taught yearly
- Parental involvement; Parents of the 4th, 5th & 6th classes are invited to attend an information session (zoom/in person) based on cyber-bullying, social media and internet safety (ZEEKO)
- That the children are more aware and have a better understanding of what exactly bullying is: 'How does it start?', 'What is the effect of bullying?'

### **Encouraging the appropriate use of the Internet by:**

- training and developing the children's understanding of what is acceptable regarding their behaviour online
- training the children to be safe on the internet (internet safety and cyber-bullying workshop - representative from ZEEKO)
- creating and developing a culture so that all the children understand the steps to follow if they have any concerns regarding cyber-bullying / inappropriate behaviour (*Anti-Bullying Procedures for Primary and Post-Primary Schools, 2013*)
- developing parental education on these topics by providing workshops every second year focusing on (1) role of the parent (2) cyber-bullying (3) internet safety
- ensuring that everyone in the school is aware and understands the resources in the school for undertaking these preventative strategies

- ensuring that the school staff know how to use these resources safely

### **(13) Procedures for recording and reporting bullying behaviour**

1. Teachers should record everything that has happened, even if of little importance. They should take notes, review and discuss them. Each teacher has a standardised folder with the same templates in them. These templates will be put into the children's file at the end of the year. The Principal has a standard form that will be filled in when any cases of bullying are being investigated. This is a form that is available as a template, appendix 3, on the publication *Anti-Bullying Procedures for Primary and Post-Primary Schools, 2013*. \*This information is available to parents/guardians if requested.
2. The procedures which are outlined in chapter 11 in this policy will be followed.
3. Non-teaching staff such as secretaries, caretakers and cleaners must be encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher
4. In the case of a complaint regarding a member of staff, one should discuss it with that member of staff and then with the Principal if necessary. The procedures explained in the INTO publication, "Working Together. Procedures and policies for positive staff relations" should be followed.
5. Whether it concerns a pupil or a teacher, all cases that can't be resolved at staff level should be brought to the Board of Management. Any cases that cannot be resolved by the Board of Management should be brought to the attention of the local inspectorate.
6. The effectiveness of the school policy should be reviewed - the level and type of bullying that may be happening in the school should be assessed regularly
7. If a child protection issue should arise whilst investigating a bullying case, the Children First Act 2015, Children First: National Guidance for the Protection and Welfare of Children 2017, the Child Protection Procedures for Primary and Post Primary Schools 2017 will be referenced.

### **(14) School support for children who have bullied or who have been bullied**

- implement the method/strategy '**Restore and Resolve**' as is explained in the procedures in chapter 11 (step 3)

- clarify how he/she is breaking the school's **Code of Behaviour**
- the teacher and Principal's **informal support** in dealing with the pressure that comes with bullying incidents
- **daily chart** (if necessary) - question and check on the child's progress through informal conversations at three different times of the day (1) after little break (2) after big break (3) before the end of the day
- Anti-bullying / Friendship Week

### **(15) Board of Management**

'It is the overall role of the Board of Management to ensure that the school's Code of Behaviour is developed. The Board has a specific duty to ensure that the ethos of the school is adhered to, as well as the overall responsibility of school policies', page 15, Development of a Behavioural Code: Guidelines for Schools, BNLO, 2008.

- When the policy is completed by the school staff, it will be presented to the Board of Management to read and discuss. Any changes will be made and when the Board are satisfied with it, a note will be made in the minutes. A date will be agreed upon for the policy to be reviewed.
- The Board will deal with any serious incidents in accordance with the procedures detailed in the Code of Behaviour and Governance Manual for Primary Schools (2015-2019).

### **(16) Reference to other policies**

It is important that the school are aware that this policy works in conjunction with the following policies and plans:

- the OSPS plan
- Code of Behaviour
- Child Protection
- Data Protection and Record Keeping
- Acceptable Use Policy
- Home / school links
- Remote Learning Policy

- Health and Safety
- Special Educational Needs

### **(17) Success Criteria**

Bullying of any kind is not accepted in Gaelscoil Naomh Pádraig.

How will we know that this policy is having the desired effect?

- Positive feedback from teachers, parents, pupils
- A regular Class Monitoring System each half-term
- Implement intervention strategies throughout the school
- Monitoring behaviour in classrooms and in the school yard
- Yearly review of the policy

### **(18) Effective supervision and monitoring of pupils**

The Board of Management make every effort to ensure that there are appropriate policies and supervisory practices in place to prevent bullying behaviour and to deal with it and facilitate early intervention if possible.

### **(19) Prevention of harassment**

The Board of Management assure 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 i.e. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

### **(20) Ratification and Communication**

**Date for the initial implementation of this policy:**

September 2016

**Timetable for Review**

The Anti-Bullying Policy will be reviewed on an annual basis.

This Anti-Bullying Policy was completed in accordance with circular 0045/2013 and the Board of Management officially reviewed and ratified it most recently on the 28th of November, 2022.

This policy is available to school personnel, published on the school website and provided to the Parents' Association. If any member of the school community is unable to access this policy on the school's website, a hard copy will be available on request. A copy of this policy will be made for the Department and the school's Patrons on request. The Board of Management will undertake an annual review of the school's anti-bullying policy and its implementation by the school. A written notice will be given to school personnel that the anti-bullying policy has been reviewed, it will be published on the school website and the Parents' Association will be notified. A record of the review and its findings will be made available to the Department and the school's Patrons on request.

Signed: \_\_\_\_\_

(Chairperson of the Board of Management)

Date: \_\_\_\_\_

Signed: \_\_\_\_\_

(Principal)

Date: \_\_\_\_\_

## References

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- Lámhleabhar Rialachais do Bhunscoileanna 2015-2019. (CPSMA/DES).
- Children First Act 2015 (DES).
- Children First: National Guidance for the Protection and Welfare of Children 2017 (TUSLA).
- Child Protection Procedures for Primary and Post Primary Schools 2017 (DES).

# **Gaelscoil Naomh Pádraig**

## **Anti-bullying Campaign**

### ***Pupil's Behavioural Promise 1***

*Name of Pupil:* \_\_\_\_\_ *Class:* \_\_\_\_\_

I understand that all of the pupils in our school are different from one another and I am an individual in many ways. I would not like anyone to mistreat me or do anything to me that would leave me feeling negatively about myself. I understand that it is my right to be different from others and it doesn't give anyone else the right to mistreat me.

I know that it is right for me to respect all my fellow pupils. It is not right to mistreat another person in any way. I promise to respect all pupils from now on, even if they are not my friends.

I will respect \_\_\_\_\_

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**Name:** Pupil: \_\_\_\_\_ Date: \_\_\_/\_\_\_/\_\_\_

Teacher: \_\_\_\_\_

# **Gaelscoil Naomh Pádraig**

## **Anti-Bullying Campaign**

### ***Pupil's Behavioural Promise 2***

*Name of Pupil:* \_\_\_\_\_ *Class:* \_\_\_\_\_

I understand that I have broken my 'First Behavioural Promise'. As I have broken this promise, my teacher will be informing the Principal and my parents.

I understand that I have one more chance to change my behaviour. I know that it is right to have respect for others and if I demonstrate this, there will be no need to speak about any of this again. If I don't show this respect to others, the Principal will have to return to the School's Behavioural Code.

I know that it is right for me to respect all my fellow pupils. It is not right to mistreat another person in any way. I promise to respect all pupils from now on, even if they are not my friends.

I will respect \_\_\_\_\_

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**Ainm:** Dalta: \_\_\_\_\_ **Dáta:** \_\_\_/\_\_\_/\_\_\_

Múinteoir: \_\_\_\_\_

Parent or Guardian: \_\_\_\_\_

**Appendix (3): Standardised Template for recording bullying behaviour**

**Appendix 3 Template for recording bullying behaviour**

**1. Name of pupil being bullied and class group**

Name \_\_\_\_\_ Class \_\_\_\_\_

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

|  |
|--|
|  |
|  |
|  |

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

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

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

|            |                          |
|------------|--------------------------|
| Playground | <input type="checkbox"/> |
| Classroom  | <input type="checkbox"/> |
| Corridor   | <input type="checkbox"/> |
| Toilets    | <input type="checkbox"/> |
| School Bus | <input type="checkbox"/> |
| Other      | <input type="checkbox"/> |

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

|  |
|--|
|  |
|--|

**6. Type of bullying behaviour (tick relevant box(es)) \***

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

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

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

**8. Brief Description of bullying behaviour and its impact**

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|  |
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**9. Details of actions taken**

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|  |
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Signed \_\_\_\_\_ (Relevant Teacher) Date \_\_\_\_\_

Date submitted to Principal/Deputy Principal \_\_\_\_\_

\* **Note:** The categories listed in the tables 3, 4 & 6 are suggested and schools may add to or amend these to suit their own circumstances.

***Appendix 4 Prevention/Awareness-Raising Exercises***

from the *Anti-Bullying Campaign – Fostering Friendship, Kindness and Respect*  
for Junior and Senior Infants and First Class (Age 4-7 years)

***An Outline of Primary Strand 1 - Tools for Raising Awareness***

***Age 4-7 Years – Developing a Culture of Friendship, Kindness and Respect***

*Before addressing the bullying issue in Second Class (age 7-8)*

*children should ideally have done all of the positive exercises below during the previous  
three school years*

### **Junior Infants (Age 4-5):**

- Exercise 1.0.01** Board Game for Dice – Friendship, Kindness & Respect 1
- Exercise 1.0.02** "Sesame Street - What Is A Friend" – Video and Questions for Teacher to Ask
- Exercise 1.0.03** "Sesame Street - Because We're Friends" – Video and Questions for Teacher to Ask
- Exercise 1.0.04** "Sesame Street - I Am Your Friend" – Video and Questions for Teacher to Ask
- Exercise 1.0.05** "Grumpy Tree Story" – Video and Questions for Teacher to Ask
- Exercise 1.0.06** "Sesame Street - Looking For A Friend" – Video and Questions for Teacher to Ask
- Exercise 1.0.07** "Colour Your World With Kindness" – Video and Questions for Teacher to Ask
- Exercise 1.0.08** "Respect Explained" – Video and Questions for Teacher to Ask
- Exercise 1.0.09** "Sesame Street - Respect" – Video and Questions for Teacher to Ask

### **Senior Infants (Age 5-6):**

- Exercise 1.0.11** Board Game for Dice – Friendship, Kindness & Respect 2
- Exercise 1.0.12** "Sesame Street - Get Along Together" - Video and Questions for Teacher to Ask
- Exercise 1.0.13** "A Random Act of Kindness" – Video and Questions for Teacher to Ask
- Exercise 1.0.14** "Be Responsible, Safe, Respectful Song" – Video and Questions for Teacher to Ask
- Exercise 1.0.15** "Simple Act of Kindness Creates Endless Ripple" – Video and Questions for Teacher to Ask
- Exercise 1.0.16** "Respect" – Video and Questions for Teacher to Ask
- Exercise 1.0.17** "Respect Song Video - Classroom Mix Version" – Video and Questions for Teacher to Ask
- Exercise 1.0.18** "Kindness Rhyme For Kids - You Are Amazing" – Video and Questions for Teacher to Ask
- Exercise 1.0.19** "Kindness Changes Everything" – Video and Questions for Teacher to Ask

### **First Class (Age 6-7):**

- Exercise 1.1.01** Board Game for Dice – Friendship, Kindness & Respect 3
- Exercise 1.1.02** "Kid's Guide - Getting Along With Classmates" – Video and Questions for Teacher to Ask
- Exercise 1.1.03** "Inspirational Video – Pay it Forward" – Video and Questions for Teacher to Ask
- Exercise 1.1.04** "Life Lessons sharing and respecting others" – Video and Questions for Teacher to Ask
- Exercise 1.1.05** "Kids For Character: Respect" – Video and Questions for Teacher to Ask
- Exercise 1.1.06** "Kindness Speech by 10 Year Old Girl" – Video and Questions for Teacher to Ask
- Exercise 1.1.07** "Yes, That's Bullying" – Video and Questions for Teacher to Ask
- Exercise 1.1.08** "Stand Up~ Bullying Commercial" – Video and Questions for Teacher to Ask
- Exercise 1.1.09** "Bully-Free Zone! Song" – Video and Questions for Teacher to Ask







