



Scoil Ghráinne Community National School  
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## Anti-Bullying Policy

### 1. Introduction

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 Scoil Ghráinne CNS 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. This policy was reviewed and updated during the academic year 2021-2022 and is subject to regular review.

In formulating this policy consultation took place with all stake holders, namely; staff members, parents, pupils, BOM. Their opinions, suggestions and views were taken into account in the development of this policy.

### 2. Rationale

The management of Scoil Ghráinne CNS recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour -

- a) A positive school culture which:
  - Is welcoming of difference and diversity and is based on inclusivity.
  - Encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment.
  - Promotes respectful relationships across the school community.
- b) Effective leadership which:
  - Ensures that everyone is treated with dignity and respect regardless of colour, creed, sexual identity, ability or means.
- c) A school wide approach and a recognition, understanding and ownership of this policy with all partners in the school community.
- d) A shared understanding of what is bullying and its impact.

e) Implementation of education and prevention strategies which include awareness raising measures that:

- Build empathy, respect and resilience in pupils.
- Explicitly address the issues of cyber-bullying and identity-based bullying including homophobic and transphobic bullying.
- Help pupils to develop a positive self-image, self-confidence, self-respect and self-esteem.
- Organise and promote anti-bullying and anti-racism strategies and awareness within the school community on an on-going basis e.g. initiatives such as friendship/well-being events, SARI workshop, School Happiness Questionnaire, Behaviour Questionnaire.

f) Effective supervision and monitoring of pupils within the school day and

- The specific supervision and monitoring of pupils who have been involved in bullying.
- Ensuring that there are adequate supports in place for pupils who have been victims of bullying.
- Monitoring and support for pupils who have been involved in bullying behaviours in an effort to develop empathy and build respect for others.

g) Supports for staff in the development of strategies for dealing with incidents of bullying when needed:

- Providing CPD for staff in recognising the signs, symptoms and ways of dealing with bullying when available.
- Providing support for staff in addressing issues with parents and other professionals.

h) Consistent recording, investigation and follow up of bullying behaviour.

i) On-going evaluation of the effectiveness of the anti-bullying policy.

### 3. 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.**

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

- Relational bullying (e.g. deliberate exclusion, malicious gossip),
- Cyber-bullying (e.g. negative images or comments posted on social media),
- Identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Irish Traveller or Roma Community and bullying of those with disabilities or special educational needs (see Appendix 2: bullying based on the nine grounds for discrimination),
- Further examples of types of bullying behaviour (Appendix 3).

**Bullying behaviour is intentional, hurtful and repeated.** Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other *private* message, 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.

## 4. Relevant Teacher

In Scoil Ghráinne CNS all teachers, Deputy Principal and the Principal have a duty to investigate, record, monitor and deal with bullying incidents. The relevant teacher in relation to dealing with incidents of bullying, in the first instance, is the class teacher. Incidents of bullying should always be recorded, dealt with and brought to the attention of the Principal or in her absence, the Deputy Principal.

If bullying behaviour is reported to or witnessed by a Special Needs Assistant or member of the ancillary school staff, they must report it to the child's class teacher or to the Principal without delay.

Every member of the school community of Scoil Ghráinne CNS has a role to play in the prevention of bullying. This includes having a consistent, positive approach to interacting with pupils, managing behaviour in line with the school's Code of Behaviour, reinforcing the positive behaviour programme *You Can Do It* (YCDI), having a Restorative Practice mindset and language and implementing positive behaviour strategies (Code of Behaviour: Appendix 2: Proactive strategies to promote expected behaviours). As a school we believe that there are no innocent bystanders and that everyone (adults and pupils) has a duty to stand up and speak out against bullying. Scoil Ghráinne CNS uses educational and prevention strategies (see Section 5) to reduce the incident of bullying occurring and to empower children to stand up for others and tell an adult they trust if they experience bullying behaviour or if they witness another being bullied.

### ***Enhancing a positive school culture and climate***

The staff and management of Scoil Ghráinne CNS is committed to enhancing a positive school culture and climate which acknowledges and respects everyone's right to enjoy school in a safe and secure environment. The school acknowledges the uniqueness of each individual and his/her worth as a human being. As a school community we promote positive habits of self-respect, self-discipline and responsibility among our members. We believe that vulgar, offensive, sectarian or other aggressive behaviour or language by any member of the school community is unacceptable.

Scoil Ghrainne CNS has a clear commitment to promoting equality in general in all aspects of school life. The school pays particular attention to 'at risk' or vulnerable pupils and it tries to facilitate early intervention where necessary. The school considers the additional needs of SEN pupils with regard to the development of skills and strategies to enable all pupils to respond appropriately to incidents of bullying. Our school recognises the need to work in partnership with parents and to keep them informed on strategies to improve relationships on a school wide basis. The school recognises parents as the primary educators of their children and acknowledges the vital role they can play in equipping their children with a range of positive life skills which can assist in the prevention of bullying in society.

The school promotes habits of mutual respect, courtesy and good manners in order to develop an awareness of the interdependence of people in groups and communities. Scoil Ghrainne CNS promotes qualities of social responsibility, tolerance and understanding among all its members, both in school and out of school. As a staff we share a collegiate responsibility, under the direction of the Principal, to act in preventing bullying / racism / aggressive behaviour by any member of the school community.

## **5. Prevention Strategies**

The following are details of our school wide approach to the prevention of bullying.

### ***Celebrating Diversity***

Scoil Ghráinne CNS is committed to developing an atmosphere which fosters respect for all members of the school community. As a school we are very proud of our diverse school community. We believe that difference is something to be celebrated and which enriches the school community. In our school we will strive at all times to promote the value of diversity to address issues of prejudice and stereotyping and to highlight the unacceptability of bullying behaviour. We believe in the importance of fostering and enhancing the self-esteem of all our pupils through both curricular and extra-curricular activities. We aim to provide pupils with opportunities to develop a positive sense of worth through formal and informal interactions.

### ***Encouraging positive relationships***

The school has good communication links with home and encourages parents and guardians to inform teachers of any difficulties, worries or concerns they may have.

We encourage teamwork through co-operative games in PE and through collaborative lessons across the curriculum.

We have Buddy Benches to promote friendships in the yard. (Not applicable due to Covid-19).

### ***Educational Strategies***

Teachers will allow time at the start of each school year to familiarise pupils with the anti-bullying policy and will reinforce this throughout the year when needed. A copy of the anti-bullying policy is displayed on the school's website.

Each year we organise friendship/well-being events. Internet safety is promoted each November with a series of lessons at each class level (*Webwise*). Community Gardai deliver talks around personal safety and cyber bullying to 5<sup>th</sup> and 6<sup>th</sup> Classes each year.

Anti-bullying posters and messages are displayed throughout the school.

Teachers ensure that pupils understand the difference between '*telling*' to keep oneself or others safe and to get someone out of trouble and '*tattling*' is what you do to get others into trouble. 'Telling Vs Tattling' posters are displayed in each classroom and in the school environment. The use of terms such as "snitch" and "rat" to dissuade others from telling is not tolerated.

### ***Supervision and Monitoring***

A major aspect of prevention in our school is ensuring that there is adequate supervision and monitoring of classrooms, corridors, school grounds, school tours and extra-curricular activities. Non-teaching and ancillary staff are also encouraged to be vigilant and report issues to relevant teachers. Teachers record incidents that occur during yard supervision in the yard book, while also informing relevant teachers. Serious injuries are also recorded in the central log in the main office. Particular children may need extra observation during break-times, and this may be done by teachers or SNA staff to ensure safety for these pupils. All staff members will also closely monitor students' use of communication technology within the school.

### ***The Voice of the Child***

In our school we believe that every child has a voice and that each child's voice should be valued and respected. Our school has an active student council/Diversity Committee. The involvement of the Diversity Committee is sought in contributing to the development of a safe school environment where diversity is celebrated and bullying is unacceptable.

3<sup>rd</sup> - 6<sup>th</sup> class pupils complete a School Happiness Questionnaire/Behaviour Questionnaire (Appendix 4 and 5) each year to identify pupils who are feeling unhappy or unsafe coming to school. This gives pupils an opportunity to chat with their teacher at length about any worries

they may have. It also gives staff an opportunity to identify any bullying behaviour that may be happening in school and to intervene and support pupils in repairing relationships.

### ***Behaviour Support Team***

The in-school Behaviour Support Team aims to promote positive behaviour and assist teachers when dealing with persistent and repetitive behaviours of concern. They work with teachers in creating classroom support plans when needed and make recommendations following School Happiness/ Behaviour Questionnaires. They also review relevant policies in collaboration with staff.

### ***Encouraging pupils to report bullying***

As a school we encourage pupils to report incidents of bullying which have happened to themselves or to others. We believe that there are no innocent by-standers. As a staff we try to instil a sense of confidence in our pupils to report incidents of bullying and to understand that by doing so they are acting responsibly. We try to ensure that pupils know who to tell and how to tell - e.g.:

- Direct approach to teacher
- Post a note in the 'Share Box'
- Get a parent / friend to tell on your behalf
- Administer a Happiness and/or Anti-Bullying questionnaire twice yearly to pupils (3<sup>rd</sup>-6<sup>th</sup> classes)
- Ensure that by-standers understand the importance of telling if they witness bullying
- Encourage parents to talk to their children so they know bullying behaviour is not acceptable
- Encourage parents to approach the school if they suspect that their child is being bullied

### ***Implementation of Curricula***

The following programmes/steps will be used in Scoil Ghráinne CNS in educating pupils to deal with bullying incidents:

- The SPHE and GMGY curriculums will be taught to all classes with age-appropriate language for all pupils,
- There will be CPD for staff ( when available) delivering these programmes,
- Circle time is widely used in all classes at all levels,
- Specific lessons on anti-bullying and positive self-esteem are taught at all class levels,
- *The You Can Do It* (YCDI) social and emotional development programme is taught at all class levels.

### Links to other policies

This anti-bullying policy is also linked to:

- The school's Code of Behaviour
- The Child Protection Policy
- The Acceptable Use Policy
- The RSE Policy
- The SPHE Policy
- Mobile Phone policy

## 6. Procedures for Investigating and Dealing with Bullying

The primary aim in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame). In our school we recognise that children are learning how to relate to one another in a respectful manner. Our aim is to help the children in our school to develop these skills and to become good citizens.

The school seeks at all times to have a fair and consistent approach to investigating and dealing with bullying. Every effort will be made to ensure that all parties involved understand this approach from the outset.

### Reporting bullying behaviour

- Any pupil or parent / guardian may bring a bullying incident to the attention of any teacher in the school.
- All incidents of bullying pertaining to pupils in Scoil Ghráinne CNS will be investigated by school personnel.  
Parents should not try to deal with bullying incidents themselves or contact any parties involved.  
Parents should never approach or chastise another child in relation to incidents pertaining to the school.
- All reports, including anonymous reports of bullying, will be investigated, and dealt with by the relevant teacher.
- Teaching and non-teaching staff such as secretaries, SNAs, bus escorts, caretakers, traffic wardens or cleaners must report any incident of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher or school principal.

### **Investigating and dealing with incidents: Style of approach**

- In investigating and dealing with bullying, the teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved.
- Parents/guardians and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring as far as is practicable, the relationships of the parties involved as quickly as possible.
- Teachers should take a calm, unemotional problem-solving approach.
- Where possible, incidents should be investigated outside the classroom situation to ensure the privacy of all involved.
- All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned.  
Pupils who are not directly involved can also provide very useful information this way.
- When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why. This should be done in a calm manner and using a restorative approach, setting an example for dealing effectively with a conflict in an appropriate way. It may also be helpful to ask those involved to write down or draw their account of the incident(s).
- If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved may be met with as a group if appropriate.
- In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parents/ guardians of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken. The school will give parents the opportunity to discuss ways in which they can reinforce or support the actions being taken by the school and the support provided to the pupils.
- Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to him/her how they are in breach of the school's anti-bullying policy and efforts should be made to try to get him/her to see the situation from the perspective of the pupil being bullied.
- In certain cases, the Principal may use discretion in relation to informing the parents of the pupils involved.

### **Recording of Bullying behaviour**

It is our school policy that all recording of incidents of bullying must be done in an objective and factual manner. The school's procedures for noting and reporting bullying behaviour are as follows:

#### ***Informal pre-determination that bullying has occurred***

- All staff must keep a written record of any incidents witnessed by them or notified to them. If an incident of bullying is brought to the attention of an SNA or ancillary



member of staff they must bring the incident to the attention of the relevant teacher - explaining that they feel it may be an incident of bullying and that it may need to be investigated.

- All reports, including anonymous reports of bullying, must be investigated, and dealt with by the relevant teacher.
- The relevant teacher must keep a written record of incidents reported to them, the actions taken and any discussions with those involved regarding the same.
- The relevant teacher must inform the principal of all incidents being investigated.
- The relevant teacher may at their discretion ring the parents of pupils involved to inform them that the incident is being investigated.
- If the behaviour is not deemed to constitute bullying as set out by this policy, then the record of the investigation can be saved to Aladdin and the Code of Behaviour will be used accordingly.

#### ***Formal Stage 1 - determination that bullying has occurred***

- If it is established by the relevant teacher that bullying has occurred the relevant teacher must keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.
- All written records must be stored and retained carefully by the relevant teacher.
- All staff must keep a written record of any incidents witnessed by them or reported to them on an Aladdin document for the relevant pupils.

#### ***Formal Stage 2***

- The relevant teacher must use the recording template (Appendix 1) to record the bullying behaviour in all incidents and as a means of discussing it and reporting it to the principal. A copy of the recording template must be kept by the Principal and a copy saved to Aladdin. The recording template will be kept in a special file and retained indefinitely.
- Pupil who engaged in bullying behaviour is asked to sign an anti-bullying promise (Sample template in Appendix 6) which identifies specific behaviours which need to change.

#### **Sanctions for dealing with bullying behaviour:**

- The parents of both parties will be called in individually to discuss the bullying incidents.
- The relevant teachers and principal will speak to the child who has engaged in bullying and explain that they are in breach of the school's anti-bullying policy.
- Every effort will be made to try to get the child who has been engaged in the bullying behaviour to empathise and see the situation from the perspective of the child who has been bullied.
- The relevant teachers and principal will keep a record of all incidents.

- Parents will be informed that a written record of the bullying incidents will be kept by the school.
- Sanctions will be put in place to deal with the child who has engaged in bullying such as:
  - Loss of school privileges
  - Suspension & or expulsion - depending on the severity of the case.
  - The child who has engaged in bullying behaviour signs an anti-bullying promise (Appendix 6) that they will never engage in these behaviours again.
  - The child who has engaged in bullying behaviour may be asked to write a letter of apology to the child who has been bullied, to the principal and their class teacher.
  - The teacher who is monitoring behaviour will report back regularly to the principal.

### **Follow up and recording**

- In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of his/her professional judgement, take the following factors into account:
  - Whether the bullying behaviour has ceased
  - Whether any of the issues between the parties have been resolved as far as is practicable
  - Whether the relationship between the parties has been resolved as far as is practicable
  - Any feedback received from the parties involved, their parents, guardians or the school Principal or Deputy Principal
- Follow up meetings with the relevant parties involved should be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable.
- Where a parent or guardian is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent or guardian will be referred to the school's complaints procedures.
- If parents or guardians have exhausted the school's complaints procedures and are still not satisfied, they will be advised of their right to make a complaint to the Ombudsman for Children.

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

- The school will provide in-school support and opportunities will be provided for pupils affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships and social skills and to build resilience for example:

- Wellbeing group
- Buddy / peer mentoring system where appropriate
- Community building and restorative Circle Time
- If pupils require counselling or further supports, the school will endeavour to liaise with the appropriate agencies to organise this. This may be for the pupils affected by bullying or the pupil involved in the bullying behaviour.

## 8. Supervision and Monitoring of Pupils

The school management confirms that there are appropriate supervision and monitoring policies and practices in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible.

## 9. Prevention of Harassment


The school 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 harassment of pupils or staff on any of the nine grounds specified i.e. gender (including transgender), civil status, family status, sexual orientation, religious belief, age, disability, race and membership of the Travelling/Roma Community.

## Ratification and Review

This policy was originally adopted by the Single Manager in September 2013. Changes, reviews, and modifications have regularly taken place since then.

This policy has been made available to the 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 the Patron if requested.

This policy and its implementation will be reviewed each year by the school management. 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, if requested, to the Patron and the Department of Education and Skills.

Signed:   
 Chairperson of BOM: Seamus Conboy

Signed:   
 Principal: Jonathan Hanley

Last date reviewed: December 11<sup>th</sup> 2024

Next review date: December 2025

## Appendix 1:

### Template for recording alleged bullying behaviour

1. Name of pupil being allegedly bullied and class group

|       |        |                |          |
|-------|--------|----------------|----------|
| Name: | Class: | Class Teacher: | Room No: |
|-------|--------|----------------|----------|

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

|       |        |                |          |
|-------|--------|----------------|----------|
| Name: | Class: | Class Teacher: | Room No: |
|-------|--------|----------------|----------|

|   |  |  |  |
|---|--|--|--|
| <b>3. Who reported this behaviour/ concern?</b><br>(tick relevant box/es) |  | <b>4. Location of incident</b><br>(tick relevant box/es) |  |
| Pupil concerned   |  | Playground   |  |
| Other pupil   |  | Classroom  |  |
| Parent  |  | Corridor   |  |
| Teacher   |  | Toilets  |  |
| Other   |  | School Bus   |  |
|   |  | Other  |  |

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

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

6. Type of alleged 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 or Roma Community | Other (specify) |
|            |                        |        |   |                 |

8. Brief description of alleged bullying behaviour and its impact

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

9. Details of actions taken

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

Signed \_\_\_\_\_ (Relevant Teacher)

Date \_\_\_\_\_

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

## **Appendix 2:**

### **The Nine Grounds on which Discrimination is Unlawful**

**Gender:** A man, a woman or a transsexual person (specific protection is provided for pregnant employees or in relation to maternity leave).

**Marital status:** This means single, married, separated, divorced, or widowed.

**Family status:** This means having responsibility either as a parent or as a person in loco parentis for someone below 18 years of age, or as a parent or resident primary carer for someone 18 years or over with a disability who requires a high degree of support and attention.

**Age:** In general this means people in employment between the ages of 18 and 65; and people in vocational training between the ages of 15 and 65.

**Disability:** This is broadly defined including people with physical, intellectual, learning, cognitive or emotional disabilities and a range of medical conditions.

**Race:** Includes race, colour, nationality, ethnic or national origin.

**Sexual Orientation:** Gay, lesbian, bisexual or heterosexual.

**Religious Belief:** Includes religious background or outlook or lack of religious belief.

#### **Membership of the Irish Traveller/ Roma Community:**

People who are commonly called Travellers, who are identified both by Travellers and others as people with a shared history, culture and traditions, identified historically as a nomadic way of life on the island of Ireland.

The Roma are an ethnic group of traditionally itinerant people who originated in northern India and today live worldwide, principally in Europe.

## Appendix 3:

### Types and Examples of Bullying Behaviours

|   |  |
|---|--|
| <p><b>General behaviours which apply to all types of bullying</b></p> | <ul style="list-style-type: none"> <li>• Harassment based on any of the nine grounds in the equality legislation (see Appendix 1) e.g. sexual harassment, homophobic bullying, racist bullying etc.</li> <li>• Physical aggression (pushing, shoving, biting, punching, kicking, poking, pinching, spitting, tripping others)</li> <li>• Physical assault and inflicting pain on others</li> <li>• Damage to property</li> <li>• Name calling</li> <li>• Slagging</li> <li>• The production, display or circulation of written words, pictures or other materials aimed at intimidating another person</li> <li>• Offensive graffiti</li> <li>• Extortion</li> <li>• Intimidation</li> <li>• Insulting or offensive gestures</li> <li>• The "look"</li> <li>• Invasion of personal space</li> <li>• A combination of any of the types listed.</li> </ul>   |
| <p><b>Cyber Bullying</b></p>  | <ul style="list-style-type: none"> <li>• <b>Denigration:</b> Spreading rumors, lies or gossip to hurt a person's reputation</li> <li>• <b>Harassment:</b> Continually sending vicious, mean or disturbing messages to an individual</li> <li>• <b>Impersonation:</b> Posting offensive or aggressive messages under another person's name</li> <li>• <b>Flaming:</b> Using inflammatory or vulgar words to provoke an online fight</li> <li>• <b>Trickery:</b> Fooling someone into sharing personal information which you then post online</li> <li>• <b>Outing:</b> Posting or sharing confidential or compromising information or images</li> <li>• <b>Exclusion:</b> Purposefully excluding someone from an online group</li> <li>• <b>Cyber stalking:</b> Ongoing harassment and denigration that causes a person considerable fear for his/her safety</li> <li>• Silent telephone/mobile phone call</li> <li>• Abusive telephone/mobile phone calls</li> </ul> |

|   |   |
|---|---|
|   | <ul style="list-style-type: none"> <li>• Abusive text messages</li> <li>• Abusive email</li> <li>• Abusive communication on social networks e.g. Facebook/Ask.fm/ Twitter/You Tube/Whatsapp/SnapChat or on games consoles</li> <li>• Abusive website comments/Blogs/Pictures</li> <li>• Abusive posts on any form of communication technology</li> </ul>  |
| <p><b>Identity Based Behaviours</b><br/>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 and Roma Community).</p> |   |
| <p><b>Homophobic and Transgender Bullying</b></p>   | <ul style="list-style-type: none"> <li>• Spreading rumours about a person's sexual orientation</li> <li>• Taunting a person of a different sexual orientation</li> <li>• Name calling e.g. Gay, queer, lesbian...used in a derogatory manner</li> <li>• Physical intimidation or attacks</li> <li>• Threats</li> </ul>  |
| <p><b>Bullying based on Racism: (Race, nationality, ethnic background and membership of the Irish Traveller and Roma Community)</b></p>   | <ul style="list-style-type: none"> <li>• Discrimination, prejudice, comments or insults about colour, nationality, culture, language, social class, religious beliefs, ethnic, Traveller or Roma background</li> <li>• Exclusion on the basis of any of the above</li> </ul>  |
| <p><b>Relational Bullying</b></p>   | <p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"> <li>• Malicious gossip</li> <li>• Isolation &amp; exclusion</li> <li>• Ignoring</li> <li>• Excluding from the group</li> <li>• Taking someone's friend(s) away</li> <li>• "Bitching"</li> <li>• Spreading rumours</li> <li>• Breaking confidence</li> <li>• Talking loud enough so that the victim can hear</li> <li>• The "look"</li> </ul> |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• Use of derogatory terminology such as 'nerd', 'creep', 'weirdo' etc.</li> </ul>  |
| <b>Sexual Bullying</b>                       | <ul style="list-style-type: none"> <li>• Unwelcome or inappropriate sexual comments or touching</li> <li>• Harassment</li> </ul>  |
| <b>Special Educational Needs, Disability</b> | <ul style="list-style-type: none"> <li>• Name calling</li> <li>• Taunting others because of their disability or learning needs</li> <li>• Taking advantage of some pupils' vulnerabilities and limited capacity to recognise and defend themselves against bullying</li> <li>• Taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and social cues.</li> <li>• Mimicking a person's disability</li> <li>• Setting others up for ridicule</li> </ul> |



Appendix 4:

School Happiness Questionnaire

Name: \_\_\_\_\_

Class: \_\_\_\_\_

1. How happy are you in school?

- Very happy
- Happy
- Not happy
- Very unhappy

Why \_\_\_\_\_  
\_\_\_\_\_

2. Have you seen anyone being treated unkindly this year so far?

- Yes
- No

What happened?  
\_\_\_\_\_  
\_\_\_\_\_

3. Have you treated anyone in school unkindly this year so far?

- Yes
- No

Why?  
\_\_\_\_\_  
\_\_\_\_\_

What happened?  
\_\_\_\_\_  
\_\_\_\_\_

Have you been treated unkindly this year so far?

- Yes
- No

What happened?  
\_\_\_\_\_  
\_\_\_\_\_

Tell us one thing that is going well for you at school?  
\_\_\_\_\_

**Appendix 5:**

**Behaviour Questionnaire**

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Name any pupils that you feel are treated unkindly by others.

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Name any pupils that regularly treat others unkindly:

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Does this involve.....

Calling them names

Making fun of them

Not letting them join in

Physically hurting them

Spreading rumours

Other

Do you ever treat anyone unkindly?

Often

Sometimes

Never

Have you been treated unkindly by anyone in school? \_\_\_\_\_

Please explain

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Appendix 6:

Anti-bullying Promise

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

I, \_\_\_\_\_, promise to treat everyone with respect, especially  
\_\_\_\_\_.

I promise *not* to ...

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- 
- 

I promise to ...

- 
- 
- 

I understand that if I continue to engage in this behaviour, there will be further consequences and/or suspension from school.

I will do my best to change my behaviour.

Signed: \_\_\_\_\_ (Pupil)

\_\_\_\_\_ (Teacher)

\_\_\_\_\_ (Parent)

